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ABSTRACT

To bring intensive information input to Alaskans within poverty groups, an interagency activity is proposed that would employ 12 VISTA volunteers as community information aides with the Fairbanks North Star Borough Library serving as the center for the assembly and generation of information and the dissemination of information through multimedia materials and programs. The background of the program, including economic patterns and barriers to betterment, is outlined and the program objectives are stated. The proposed interrelationship among agencies is detailed. The program for recruitment, supervision and management, and training is detailed, along with resource requirements and the criteria for evaluation. Anticipated local government support is also explained. (SK)

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Arc

ALASKA'S RESOURCES CHALLENGE

AN ATTACK ON POVERTY THROUGH KNOWLEDGE

A Proposal

To Demonstrate

THE EFFECTIVENESS OF COMMUNITY INFORMATION AIDES

IR 008 044

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ALASKA'S RESOURCES CHALLENGE

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PROGRAM STATEMENT

The ARC proposal is an interagency effort; it has been developed by the staff and directors of Fairbanks Crisis Clinic Foundation, Inc., Fairbanks Headstart Association, Fairbanks Native Community Center, Fairbanks Rehabilitation Association, Teknh Art & Craft Co-op, and the Fairbanks North Star Borough Library.

Fairbanks North Star Borough Library, in its omni-purpose role as an informational and cultural hub, plans to bring a dynamic new approach to its customary function of collecting and coordinating information in print form. Utilizing the broad scope of community interagency resources, the library will now become a center for the assemblage and the generation of new information artifacts, and the dissemination of information through multi-media materials and programs, to the traditional non-library user -- the poor.

By utilizing a variety of local, state, and federally supported grants, personnel, materials, resources, and with the engagement of twelve VISTA Community Information Aides, a unique year-long demonstration program of INTENSIVE INFORMATION INPUT will be delivered to individuals described as within poverty groups.

BACKGROUND ARGUMENT

Our society admits, now, that the disease of poverty exists, that its cure cannot be effected with temporary alleviants, that the syndrome of despair, inertia, and recidivism is predictable when healing is attempted through palliatives.

To accomplish lasting social change, to create communities of well being, we must forego the tendency to lump and label people in clumps -- the disadvantaged, the culturally differentiated, the poor ... the uneducated. Our programs must be for people, with people, and our programs,

to be successful, must be by people -- individuals to individuals. As our thinking must alter in generalizing discrete units of humanity, we must take a total approach in the search and utilization of all the available information components which might alter one individual's life.

These diverse information input components are present here and now -- however, they are not interconnected; were they, we could offer a unique opportunity, in engineering a bridge from the no-man's land of information starvation to the realm of knowledge, where 'knowing' aids acting and acting develops men and lives.

SCOPE OF PROGRAM - HUMAN SERVICES ARC

This program, if granted, would be a first in the nation -- the use of VISTA volunteers as Community Information Aides. It is directly focused in Fairbanks on our low income families, on individuals, on those very members of this community who are suffering from malnutrition of knowledge, who do not know how 'knowing' can change their lives.

In poverty, malnutrition is not only physical but it is intellectual and ethical; a poverty of knowledge affects a human being's lifetime. From infancy to old age, one's life arc may be one of black despair or a rainbow, colored and enriched by knowing and changing. Each Community Information Aide would be working in one or all of the life span segments -- early childhood, adolescence, adulthood, and old age; working with people who are traditionally non-library users, whose psychosocial systems and cultural traditions do not encompass the standard library function; people who are non-print oriented -- but people who need information.

ECONOMIC PATTERNS IN FAIRBANKS

According to an Institute of Social, Economic and Government Research publication entitled Fairbanks: A Community Survey, by Frank Q. Sessions, (1967), data gathered in a random survey of the Fairbanks North Star Borough, indicated that 30% of the population grossed less than $8,000 per year, while 10% earned less than $4,000 per year. The gross annual income mean was $7,880. Poverty income level for a family of four, as established by the Federal Government, is $4,500 gross or below, ($3,000 plus cost of living allowance), while minimum decency income is $7,500 per year. (According to computations based upon the Consumer Price Index, among other indicators, and made by the U. S. Department of Labor, Bureau of Labor Statistics, a lower standard budget for a

family of four in the spring of 1971 in Fairbanks was $12,718 gross annual income.) Sessions also reported that one-quarter of the Borough households were considered poor, 12% lived in poverty. Those who were most affected by low income were Indians and the elderly; Eskimos were slightly more affluent; and blacks were generally in the lower middle income level.

Programs aimed at betterment of living conditions of the poor in Fairbanks have been attempted, with limited success. Not only must psycho-social, economic, physical, and bureaucratic barriers be broken in order for a program directed toward enhancing the life styles of the poor to be successful, but correct and specific information to meet defined needs must also be accessible.

BARRIERS TO BETTERMENT: PSYCHO-SOCIAL, PHYSICAL, ECONOMIC, BUREAUCRATIC

The constraints which have, so far, inhibited programs from alleviating the problems caused by poverty fall into these four major areas:

Psycho-Social: Poverty does not merely affect an individual's economic situation, it permeates his mental, physical, cultural, social, experiential being as well. As a protection against continued mental and economic frustration and disillusionment, barriers of skepticism, negativism and fatalism are formed, resulting in isolated clusters of distrust, of insulation from involvement in community programs and therefore from life-enriching knowledge and information. For an individual or family drowning in the murky despair caused by poverty in a land of material emphasis, by countless disappointments and frustrations, by a dearth of knowledge, by the castration of self-respect, by a 'Why try? I'm licked before I begin!' attitude, to reach beyond dissatisfying yet comfortingly familiar confines to explore possibilities for change necessitates trust, and trust means vulnerability that will lead to yet another disillusionment.

To compound the emotional problems caused by poverty, by wanting to have a clean house and family, for instance, yet being unable economically and physically to do so, the poor are not unified for social change. Prejudice between minority groups prohibits such cohesion. Sessions reports that fully 41.2% of the Borough's population are members of a minority group, (nationally, the percentage is 11.3%): Indians, 20%; Negroes, 15%; Eskimos, 5%. Indians are the poorest, followed by Eskimos,

then blacks (who are generally in the lower middle class financially). Attempts at unification of these groups have not been successful in the past and such cohesion will take time, exposure, and involvement for a common purpose.

Being white and poor is psychologically different from being native and poor, for while it might not be the case, natives feel that all whites are capable of coping with white man's technology. This belief furthers the isolation, the feeling of being migrants in a one-zone white land.

By moving into the city from villages, natives reduce the geographical factors which have served to isolate them, but acquire a new set of isolating barriers from the city resources and from the information and knowledge which could significantly affect their lives. The unexpected size of the city and the dispersion of people makes word-of-mouth communication less effective than in the villages. The city is the white man's world and the natives are a minority here. The sense of being 'odd man out' is more immediate. New ties and a new sense of community must be developed.

Many natives, and native youth in particular, are unprepared socially and psychologically for the urban structure and its laws. This leads to a high juvenile delinquency rate. Indian and Eskimo youth are experiencing serious identity problems. Loneliness, confusion, anxiety and lack of appropriate goal motivation contribute to the situation. Native youth lack the knowledge of their own cultural heritage and of the means of adapting or adjusting to the wider society. They are unfamiliar with the recreational opportunities available to them in the city. Many lack the confidence to participate in city-wide youth activities. Information about existing recreational educational facilities and knowledge of how to use those facilities would expand the alternatives available to native youth. Knowledge of political processes and the ways in which decisions are made at the local level can bring increased awareness of the role they, the native youth, can play in that process.

Physical: Fairbanks is a seasonal community; the -50° extreme cold during the winter months inhibits many activities and intensifies feelings of isolation. Travel within the city is costly, minimum taxi fare is $1.30 one way; there is no public transportation; agency services are often unused because the even short

distance of a couple of miles cannot be traversed in dark and desperate cold -- initiative freezes, and 'cabin fever', characterized by despondency, a feeling of futility, and irritability, becomes more pronounced in the low income community. Travel to home villages hundreds of miles away, for distances are vast, is impossible, for they are poor.

Homes in Fairbanks, among the poor, may have a television and toaster, but no water. It must be hauled. Windows are tacked over with visqueen to minimize draft; walls and floors will frost up. Often there is no central heating. It's hard work to keep house in this kind of house, when children cannot be sent outside for days and weeks at a time -- nerves tauten and survival to spring is one's best hope.

Poor nutrition, possibly the result of lack of information about balanced diets and wise food buying, may be a subtle, yet powerful, factor which deteriorates health - both mental and physical. The poor, nationwide, and Fairbanks is no exception, have a higher incidence of alcoholism, drug addiction, suicide, illness, physical disabilities and psychoses, than do other economic groups.

Recent scientific research indicates that: 'A prominent effect of malnutrition is to make the person or animal apathetic and unresponsive to the environment. The individual then suffers from lack of stimulation, and this may be the direct cause of some of the symptoms usually associated with malnutrition. Current research suggests that some of the effects of malnutrition may be offset by programs of environmental stimulation or increased by environmental impoverishment.'

Cold, dark, poor homes, poor food, poor social contact -- bar people from progress.

Economic: Problems of employment, a national concern, are intensified in Fairbanks due to the extremely high cost of living. Approximately 55% of the population of the Borough is unskilled, semi-skilled or skilled; 30% earn less than $8,000 gross per year; 10% earn less than $4,000 gross; and fully 60% of the population report that their income in inadequate. (This correlates with the percentage of those who earn less than $10,000 per year.) Employment training programs are available, as is

financial assistance, yet these advantages are not utilized due to lack of widespread information about them.

Medical costs are extremely high in Fairbanks and services are often overlapping or lacking. Yet, needed medical services are available to those of low income and, with the knowledge of accessibility, could be more greatly utilized.

Quality in purchasing items necessary for living often may be sacrificed to consideration of price. There is no service available to inform the consumer of wise financial purchases nor to protect him from manipulative or fraudulent sales practices. When any purchase is a major decision, as it is for those of low income, such information would be invaluable.

Credit for housing, business, and education is not readily available for low-income people. Government benefits which might be utilized are often unpublicized.

Bureaucratic: The welter of local, state and federal agencies in the Fairbanks community confuses potential users. Forms in triplicate, harrassed civil clerks, and changing requirements add to the bewilderment of a person applying for help. Further, few agencies communicate with other agencies, resulting in duplication of services and lack of exchange of information for effective service delivery. For those who depend upon agencies for aid, this leads to confusion, hostility and distrust of the apparent inflexibility of bureaucratic structure. Specific information about the services of each agency which meet discrete needs would result in more effective service delivery.

PROGRAM OBJECTIVES

To attempt to overcome these barriers to betterment, the ARC proposal, 'An Attack on Poverty Through Knowledge', through Community Information Aides, has the following objectives:

1. To demonstrate an increased efficiency of ARC agencies through coordinated information programs and activities to persons throughout the life arc -- early childhood, adolescence, adulthood, and old age.

2. To demonstrate an activated use of a community information center by the non-library user from poverty level groups for personal enrichment.

3. To make available diverse information input components, utilizing a multi-media strategy, to the community unserved outside the standard public library user and by an enlarged social agency clientele.

   a. Neighborhood cluster groups

   b. A roving media van.

   c. ARC agencies' sponsored films, audio and video tape, and photographic self-evaluation encounters.

   d. Broadcasting, printing and other forms of communications.

4. To provide for poverty income level individuals the opportunity for job training, using multi-media as a skill developing tool, creating a career ladder in a hitherto unexplored field -- information delivery. Such participation by poverty-level persons establishes the reality of a learning base and creates for them an active role in the community structure with concomitant social change agent possibilities.

5. To create an ARC Interagency Action Unit which is made up of executive directors from the participating agencies whose function will be to plan, organize, and initiate the policy of the ARC project.

6. To foster, during the demonstration year, the development of a Commonality Council, whose membership will be recruited from the target population, and whose function will be to develop a supportive constituency to the ongoing expansion of the ARC project. The Commonality Council will also select representatives to the Interagency Action Unit.

ARC AGENCIES IN INTERACTION

The following agencies, as resources, will work in interaction:

The Fairbanks North Star Borough Library functions in an omnipurpose role as an informational and cultural hub.

In its traditional function, it collects, coordinates, stores, and circulates information in print form. To extend the availability of needed information beyond the holdings of the library itself,

the Fairbanks North Star Borough Library participates in the Pacific Northwest Bibliographic Center Inter-Library Loan Network. Besides book collections, these print resources include our vertical file collection, telephone directory collection, college catalogue collection, map collection, etc.

However, as well as handling and circulating traditional library materials, the Fairbanks North Star Borough Library also provides the area with other media forms as information packages and cultural artifacts, such as art prints, sculpture reproductions, vital history cassettes, slide program packages, records, and films.

To make these resources available and useful, the Fairbanks North Star Borough Library provides reference services by phone. In-library services include reference help, listening units for records, Great Book Programs, Friday night film showings, story hours for children, and special programs on request.

For the extension of materials and information services to those in outlying areas or who are by social and/or economic barriers traditionally non-library users, an outreach program is being established.

The Greater Fairbanks Headstart Association, Inc., is a private, nonprofit corporation formed to provide comprehensive child care services for low income families residing in the North Star Borough. These services include: Health care, nutritional care, medical and dental treatment, and a day care center for eighty preschool children of low income families.

Fairbanks Crisis Clinic Foundation, Inc., is a voluntary organization which seeks to provide sympathetic, informed and understanding human contact anonymously via the telephone to those who, in some way, indicate emotional distress. It is basically an emergency emotional first-aid station to those whose normal channels of communication have been severed and who feel they have no one else to whom they can turn for objective, warm, concerned interaction. This service is provided to the entire community without restriction, from 6:00 p.m. to 6:00 a.m. nightly, and is implemented through volunteers who are trained in the art of listening and communicating.

Tekah Art & Craft Co-op, is a nonprofit cooperative. Its objectives are to develop an art and craft marketing outlet. The profit goes primarily to the artist or craftsman; through educational programs in arts and crafts, skills can become economically rewarding to individuals by developing an awareness of cooperatives in general.

The Fairbanks Native Community Center, sponsored by the Fairbanks Native Association, is one of four Model Urban Indian Centers, and is attempting to serve the needs of the native population of the Fairbanks area. It provides a friendly atmosphere where native people can meet and feel at home, and it acts as a framework for developing cohesion and mobilization in the native community through more effective communication and social interaction. The Center offers an opportunity for native people to participate in directing programs which affect their daily lives and to become involved in the decision-making processes.

The Fairbanks Rehabilitation Association, Inc. is a private, nonprofit corporation which provides rehabilitation services to the people of the State of Alaska.

Hope Industries is the vocational subsidiary of the Association - a 'sheltered workshop' which provides diagnosis, work adjustment, work training, sheltered employment, job procurement instruction, and placement services.

Hope Center is the residential subsidiary of the Association and offers sheltered residential care, room and board, and Independent Living Skills Instruction.

(See Chart - page 10)

VISTAS REQUESTED BY:	OTHER ORGANIZATIONS WHO COULD USE THESE VISTAS
A. Fairbanks North Star Borough Library	
1. Information Aide in Early Childhood Development	B, C, D, E
2. Information Aide for Adolescents	B, C, D, E, F
3. Information Aide for Adults	B, C, D, E, F
4. Information Aide for the Elderly	B, C, D, E, F
5. Information Aide in Communications	B, C, D, E, F
B. Fairbanks Crisis Clinic Foundation, Inc.	
6. Crisis Line Information Aide	A, C, D, E, F
C. Fairbanks Native Community Center	
7. Information Aide for Youth Affairs	A, B, E, F
8. Information Aide for Media	A, B, D, E, F
D. Fairbanks Headstart Association, Inc.	
9. Information Aide for Consumer Education	A, C, F
E. Fairbanks Rehabilitation Association, Inc.	
10. Information Aide for Community Education	A, B, C
11. Information Aide for Recreation	A, B, D, F
F. Teknh Art & Craft Co-op	
12. Information Aide for Consumer Education	A, C, D

ASSOCIATIVE AGENCIES IN INTERACTION

The following associative agencies in this proposal are divided into pertinent life-arc segments. Each agency, with the library acting as a Community Information Coordinating Center, however, may increase its function and interaction to other agencies, as well as the community as a whole. In such interaction, an agency may have a referral factor, a resource factor, and be a recipient of needed information and programs from other agencies funneled through the Community Information Center.

General

Alaska Association for the Arts
Alaska Library Association Communication Satellite Broadcasting Program
Alaska Native Health Center
Cooperative Extension Service (University of Alaska)
Council of Library Supporters
Fairbanks North Star Borough School District; Research, Planning and Federal Programming
Fairbanks Southside Association
Mental Health Clinic
U. S. Public Health Service
University of Alaska Continuing Education
University of Alaska Museum

Childhood

Alaskaland Children's Museum
Community Child Care Council of the Tanana and Yukon Valleys
Fairbanks Association for the Education of Young Children

Adolescence

Boarding Home Program
Career Extension Center
Fairbanks Drug Education Services
Hospitality House
Neighborhood Youth Corps

Adult

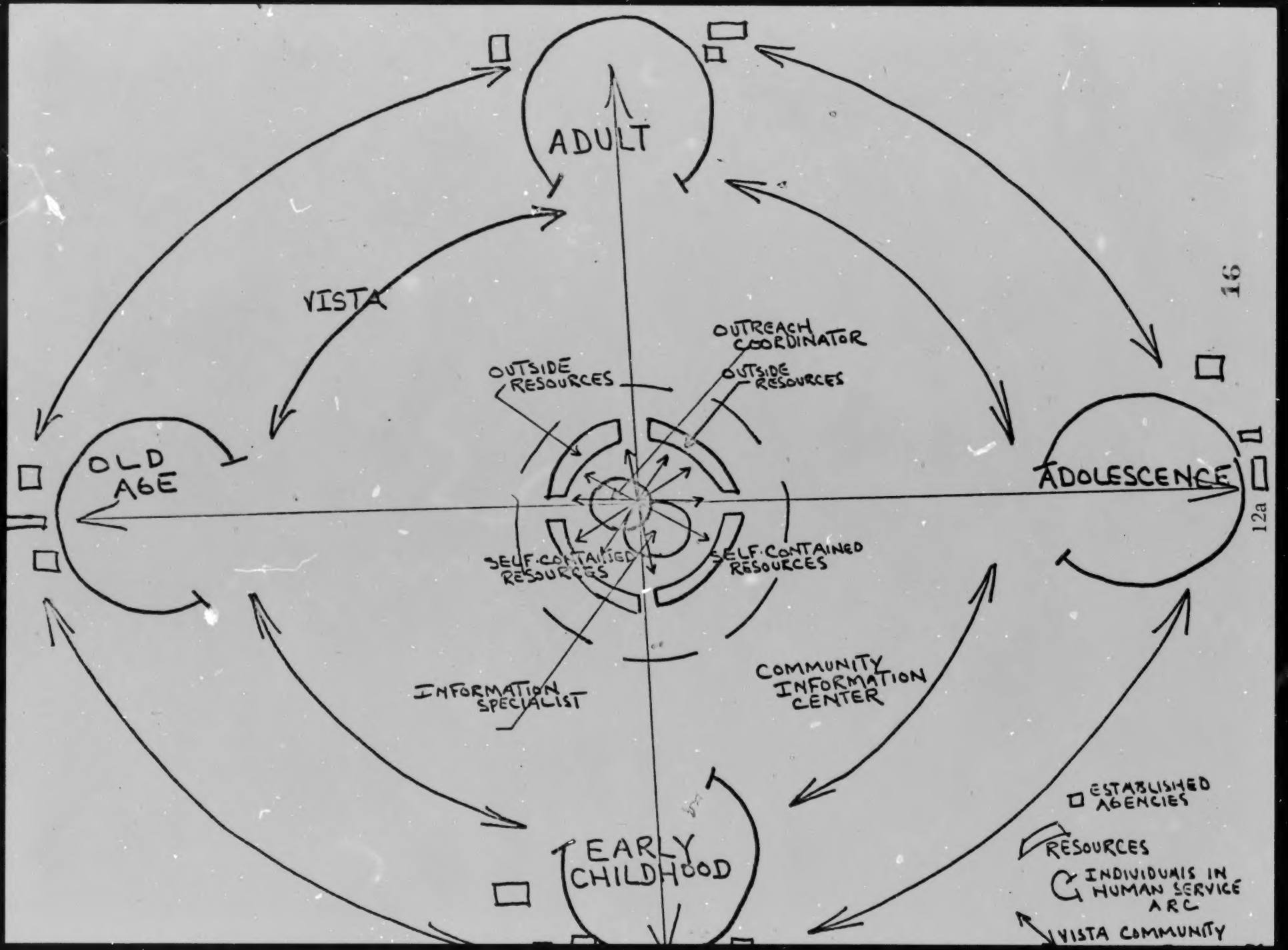
Adult Literacy Program, Friendship Mission
Alaska Legal Services
COMPAS

Court Referral System
Fairbanks City Jail
Fairbanks Family Planning Center
North Star Borough Adult Education Program
Work Experience Program, Fairbanks Native Association

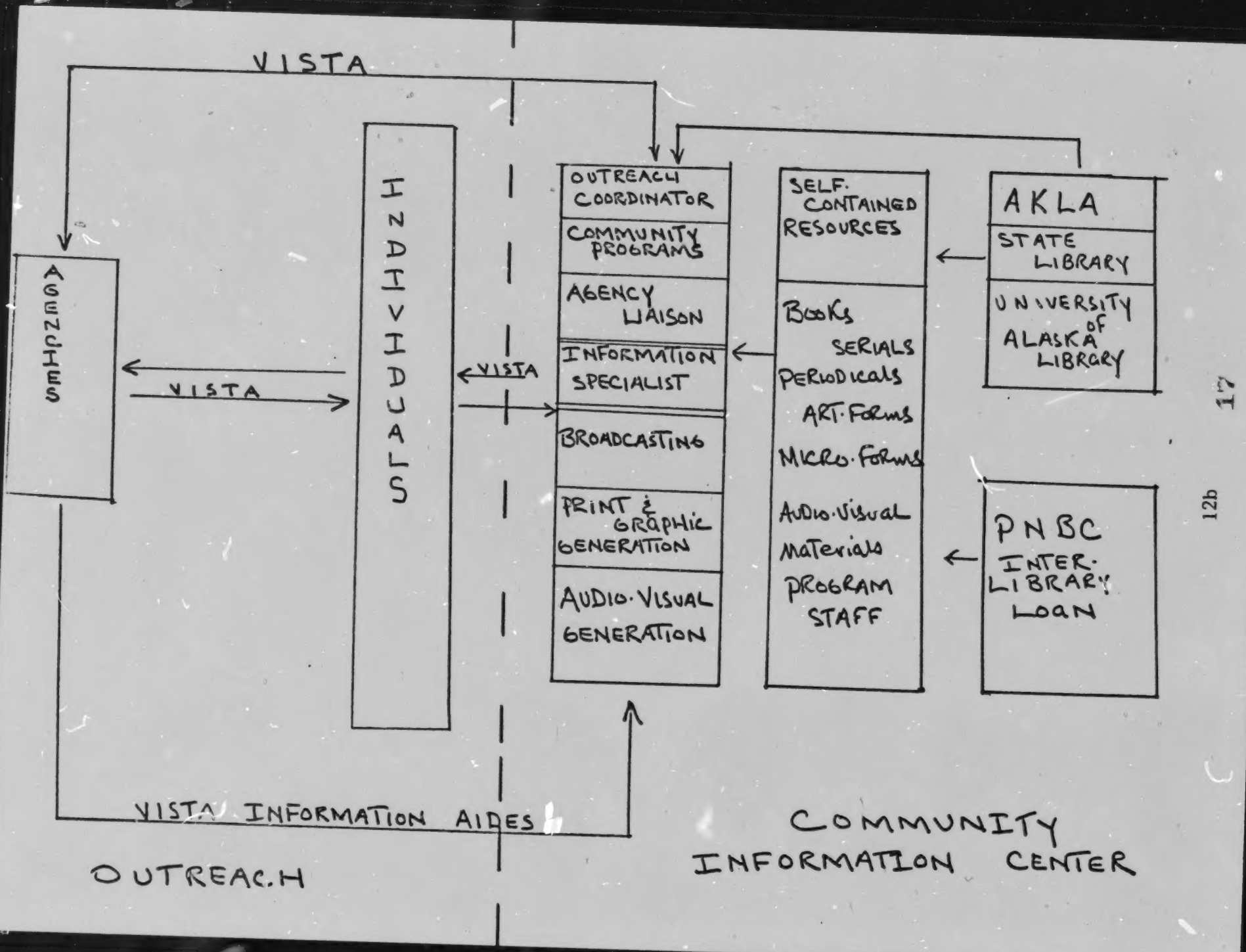
Old Age

Careage North Convalescent Center
Council of Churches
Division of Family and Children's Services
Fairbanks Ministerial Association
Pioneer Home
Senior Citizens Association
Social Services for the Aged, Fairbanks Native Association

(See following diagrams)


ADULT
VISTA
OUTREACH COORDINATOR
OUTSIDE RESOURCES
OUTSIDE RESOURCES
OLD AGE
ADOLESCENCE
SELF-CONTAINED RESOURCES
SELF-CONTAINED RESOURCES
INFORMATION SPECIALIST
COMMUNITY INFORMATION CENTER
EARLY CHILDHOOD
ESTABLISHED AGENCIES
RESOURCES
INDIVIDUALS IN HUMAN SERVICE ARC
VISTA COMMUNITY

12a


VISTA
AGENCIES
INDIVIDUALS
VISTA
VISTA
OUTREACH COORDINATOR
COMMUNITY PROGRAMS
AGENCY LIAISON
INFORMATION SPECIALIST
BROADCASTING
PRINT & GRAPHIC GENERATION
AUDIO-VISUAL GENERATION
SELF-CONTAINED RESOURCES
BOOKS
SERIALS
PERIODICALS
ART-FORMS
MICRO-FORMS
AUDIO-VISUAL MATERIALS
PROGRAM STAFF
AKLA
STATE LIBRARY
UNIVERSITY OF ALASKA LIBRARY
PNBC
INTER-LIBRARY LOAN
VISTA INFORMATION AIDES
OUTREACH
COMMUNITY INFORMATION CENTER
12b
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VISTA OUTREACH - COMMUNITY INFORMATION AIDES

Each of the following descriptions for the Community Information Aides will suggest a range of activities. We anticipate that the activities of each Aide will amplify and support the parallel activities of Aides in other agencies. Although the descriptions have been described as to function for specific agencies, a total ARC project approach will be fostered. An Aide's dedication, hopefully, will be to the project, not to a single specific agency:

INFORMATION AIDE FOR EARLY CHILDHOOD DEVELOPMENT - FNSBL

The Fairbanks North Star Borough Library Community Information Aide in Early Childhood Development will deliver a double pronged program, first by working directly with pre-school children. The library's media van will deliver programs and materials to specified points in the City. Emphasis will be placed on multisensory experiences which fill the void of experiential development caused by poverty. Some examples would be:

Teaching social concepts through storytelling, film, records, realia, and interaction with the children.

Developing in the often bi-lingual child a freedom in communication skills through the construction and use of puppets; the use of native legends, poetry and art.

Encouraging creativity through the use by the children of free and inexpensive materials for crafts; such materials as might be readily available in their homes; through self-expression in music, dance, etc.

Arranging for resource persons, native artists, leaders, etc., who would enhance the child's self-image and his appreciation of his culture and the world he lives in.

Educational toy service - a circulating collection of creative playthings - to be borrowed in the same manner as books.

Secondly, the Aide will work directly with parents of children in Headstart, Day Care Centers, Nursery Schools, with private baby sitters, Fairbanks Native Association and from the Black Community's Southside Association, delivering to adults the objectives, techniques, goals, and needs of early childhood development in their role as the child's primary educator.

Parent cluster groups, small, informal, comfortable, informational and even inspirational, will develop friendship potential, leadership opportunities, and self-esteem.

INFORMATION AIDE FOR ADOLESCENTS - FNSBL

The Fairbanks North Star Borough Library Community Information Aide to Adolescents will work with the Library's Neighborhood Youth Corps workers and the Career Extension Center. He will coordinate information and media on the issues of drugs, sex education, family life, alcoholism, and job training. Opportunities will be developed for adolescents seeking an identity in the community to participate in Outreach programs:

Outreach to younger children through participation in puppetry, storytelling, picture book programs, films, crafts, and field trips.

A communicative program with Crisis Line for information input regarding areas of concern as expressed by callers to Crisis Line. A special shelf in the Library would be set aside for this information.

To provide an opportunity outside the framework of traditional education for Career Extension Center enrolees and other discouraged youth. The Information Aide will help in a film production workshop which will encompass independent study, research skills, critical judgment, and evaluative skills.

Time will be spent by the students in the exploration of the history, background, and techniques of film making, the diversity of uses of film, and career opportunities in film production and services. Participants will view and evaluate films, and as a culminating activity, will write and produce an original film. And, to further provide an opportunity for original work, publish a quarterly magazine of poetry, arts, essays, fiction and opinion.

INFORMATION AIDE FOR ADULTS - FNSBL

Increased mobility, disrupted psycho-social systems, a non-existent life-long learning structure, are just some of the elements which prevent adults of low income levels from utilizing existing information services.

As a program of Library Outreach to disadvantaged groups is a new phenomenon, low income people urgently need the deliberate Intensified Information Input as described in this proposal, in order to become aware of the interconnected structure of coordinated information services. The work of the Information Aide for Adults would include:

Assisting in social action, consumer and nutritional programs for adults, by outlining government and structure methods of implementing social action programs.

Delivering literacy and English language programs to institutions and to strategic points in the City and Borough; providing materials for career advancement and basic adult education, to the working staff of each institution.

Providing basic education for functional illiterates through small neighborhood group meetings; directing adults in need of social service agencies by supplying information on government benefits, agencies and their programs, and their applicability to poverty stricken lives.

Providing support print and non-print materials to professionals staffing community agencies working with low income groups.

Discovering the needs of the physically and mentally handicapped adult and creating a mode for the delivery of library services to him; making him aware of library services of special relevance.

Aiding in the development of programs to preserve native culture, language, and identity, and to enhance trans-cultural exchange through the use of cassettes, films, storytelling, poetry, carving, dance, and collections of native music on copiable cassettes.

INFORMATION AIDE FOR THE ELDERLY - FNSBL

The Fairbanks North Star Borough Library Community Information Aide for the Elderly will seek out lonely, aged individuals, and will also work through established groups such as senior citizen clubs and the Pioneer Home, to make known services available to them. To be old is to often know neglect and disinterest. The elderly needlessly suffer, often through ignorance of government benefits - Social Security rights, Medicare and Medicaid. One of the greatest needs, however, is for the elderly to have a social part in the community; a place to gather, a place to browse, to view television, video cassettes, and films, at no cost.

By coordinating input from the appropriate agencies, human despair and disillusionment might be eased. Outreach services will be provided to those senior citizens who are institutionalized and those living at home. Among those services to be offered are:

Regularly scheduled pick-up and delivery services to shut-ins.

Mail service of materials to aged living in outlying areas. Heavy use of large print materials, popular reading, Reader's Digest.

Regularly scheduled programming of films, music, book talks, discussion groups, and other programs to local institutions and to small groups in strategic locations in the City.

Supplying special interest services as public health, Medicare and Medicaid benefit information.

Crafts workshops and a crafts fair, displaying craft work done by senior citizens, to encourage the preservation of skills and arts of our elderly pioneers and natives.

'Operation Oral History', a project to involve senior citizens in taping oral history and folklore would be implemented through the availability of VISTA volunteers. In connection with this project, an effort would also be made to involve senior citizens in the collection of genealogical information and the pursuit of genealogical research.

INFORMATION AIDE IN COMMUNICATIONS MEDIA - FNSBL

To support the four life span areas we would need a fifth position for a Community Information Aide who would function as a technician, assisting the other aides in the delivery of media programs.

Our culture has been changing at a science fiction pace during the past twenty years. As many people have pointed out, our means of cultural transfer is also changing - we are changing from a print-oriented culture to a visually oriented one. We now rely upon television for our news coverage; if not television, then radio. The printed medium, newspapers, magazines and books, is succumbing to the pressure of the newer forms of media.

This Aide would spend one day a week working in the areas of early childhood, adolescence, adults, elderly, planning and developing with each of the aides:

Film productions with the Drug Abuse Center and the Career Extension Service.

Live programs, i.e., puppet shows, dramatic presentations, storytelling, native cultural programs, black studies, concerts, poetry readings, forums, discussion groups, cross fertilizing the four ARC areas as to needs, themes, and support personnel.

Media programs for all groups utilizing the audio-visual hardware available through the Fairbanks North Star Borough Library and through the University of Alaska, Electronic Video Recording, 2-way video taping.

Broadcasting programs through the communications satellite over Alaska ATS-1, for interaction and dialogue with villages throughout the northern region. Input for these programs might evolve through work with the other aides.

Leaflets, graphics, magazines, by setting up and operating equipment; assembling slides and photographs for special collections and shows; preparing audio tapes and cassettes of oral history and ethnic music.

INFORMATION AIDE - CRISIS LINE

The Crisis Line Information Aide would have the difficult task of establishing a trusting relationship with low income individuals, of breaking through the barriers existing as a protection from frustration with economics.

Since the Family Planning Clinic has the same goal - that of providing information to the community of services available - the Crisis Line Information Aide would also work closely with this Clinic to provide accurate knowledge of resource availability to those who need it most -- the low income who just don't know of these services.

The Information Aide would:

Act as a liaison between Crisis Line and the resource agencies in the community. As such, the VISTA would be in close

contact with these resource agencies to acquire information concerning the services each is able to provide to members of the community while informing the resource agencies of the services that can be provided by Crisis Line, Family Planning, and other associative agencies.

Work with the Resources and Public Relations Committees of Crisis Line to formulate commercials for news media broadcasts which include information about the various agencies. For example, one broadcast might inform the public of a service offered by the Library in addition to book circulation. The interaction of this VISTA with the low income segment of the community would be valuable in determining what information might be most useful to the general public.

Develop a file of activities and programs available in the community, such as Adult Education, the Free University, Tekph Art & Craft Co-op, recreational facilities and areas, etc. The Fairbanks area has a voluminous amount of such programs available but this information needs to reach those of low income level. With knowledge of these programs and with the encouragement given by the VISTA, this segment would be provided with the opportunity to pursue areas of interest, thus bringing the dynamic quality of self-satisfaction that creativity, knowledge and learning can yield in their lives.

Assist in the development of new programs such as chat calls for the elderly in our community who wish such service and who have phones.

Cooperate closely with the Fairbanks Native Community Center in developing an accurate and informative program of family planning services available in the community.

Encourage low income involvement in the structure, function and activities of Crisis Line.

INFORMATION AIDE FOR CONSUMER EDUCATION - HEADSTART ASSN.

This Aide will coordinate for low income persons all of the consumer information now available, through print, films, charts and government

publications. The Aide will develop:

Educational and motivational programs of basic consumer concerns such as comparison shopping and unit pricing, warranties and guarantees.

An organized fact and study group to review the problems of maintenance and repair of small and major appliances, snomobiles, etc., and to also study and investigate consumer needs as the group evolves.

A weekly mailout to low income people of consumer information.

A weekly news column and monthly television and radio report to the community.

A working relationship with large units of food distribution, with commercial establishments involved in major sales, with local credit unions, credit bureaus, and banks.

A joint project with the Teknh Art & Craft Co-op Education Aide.

INFORMATION AIDE FOR YOUTH AWARENESS - FAIRBANKS NATIVE COMMUNITY CENTER

By far the largest segment of the native population using the Center is youth. Native young people have a growing responsibility to understand, identify, and participate in the democratic process. The training ground for responsible citizenship has not been available to native youth through standard student organizations, youth activity groups, or parental example because of cultural custom. By initiating, organizing, and implementing an aware action unit in the Center's Youth Council, native youth might be able to commence their personal involvement in the societal integration of native peoples in the State of Alaska. The Information Aide will assist in:

The recruitment, motivation, organization of a Youth Council.

The demonstration of planning for meetings, agenda development, parliamentary procedure.

The identification of youth needs, program possibilities, potential solutions, and proposal development in areas of cultural heritage, recreational requirement, career opportunities, and legislative action.

The development of educational programs responsive to youth recognition for relevant study by developing an advisory unit to the proposed vocational education center.

The exploration of leisure time activities which would enhance self-esteem and provide needed opportunities for physical, emotional, and social development of youth.

INFORMATION AIDE FOR COMMUNITY COMMUNICATIONS - FAIRBANKS NATIVE COMMUNITY CENTER

At the present time, very little use is being made of existing communications media, although the importance of the media is well recognized. In Fairbanks, participation in Center activities and programs could expand by broader public awareness of the Center. People tend to be removed from sources of information on issues that concern them and remain uninvolved in their solutions by lack of awareness. A regular program of public education and native community dialogue through use of the various media could make an important contribution toward the solutions problems and the development of social, economic and political growth in the native community. The purpose of this Aide will be:

To develop a public service program for radio broadcast on a local Fairbanks station to expand Outreach of Center programs and services and to bring to the listeners information of events, activities and issues of interest to Native people.

To develop an educational program for use on the satellite and directed to the needs of the people of the outlying villages.

To make greater use of all communications media to develop cohesion in the native community and to provide a forum for the expression of ideas on issues and problems facing Native people.

INFORMATION AIDE FOR LEISURE TIME ACTIVITIES - FAIRBANKS REHABILITATION ASSOCIATION

This Aide will seek to increase the use, by the poor, handicapped and disadvantaged, of undiscovered leisure time activities. Alcohol abuse is almost Fairbanks' prime social problem for the poor who need a re-creation of the spirit through wholesome, purposive, pleasurable activities, as alternatives to despair. The Aide will initiate:

Recreational activities programs at Hope Center and in the community for mentally retarded, physically handicapped, culturally deprived and poverty group adults and young people.

A program of physical fitness and exercise in conjunction with diet and other health programs of the Center.

A file of community recreational resources and coordinate use of these resources by Hope Center residents.

Specialized use of community facilities for group instructional programs such as swimming, skating, skiing, gymnastics, horseback riding, weight lifting, etc.

Instruction and supervision of residents in recreation and leisure time activities evenings and on weekends.

INFORMATION AIDE FOR COMMUNITY EDUCATION - FAIRBANKS REHABILITATION ASSOCIATION

This Aide will seek out poverty level persons who are in need of the programs and facilities available through the Fairbanks Rehabilitation Association. Using broadcast facilities, television, radio, newspapers, etc., the Aide's objectives will be:

To develop a community-wide awareness and understanding among the poor of what mental and physical handicaps involve and what facilities are available to deal with these problems.

To work with the families of the handicapped in an attempt to extend rehabilitation services into the home.

To assist the poor and culturally differentiated in transision from rural subsistence societies to our urban society by making maximum use of available community resources.

INFORMATION AIDE FOR CO-OP DEVELOPMENT - TEKNH ART & CRAFT CO-OP

The Co-op Aide will assist in an educational program to develop an awareness of cooperatives and their function, by using the Teknh Art & Craft Co-op as a model.

The Aide will:

Seek to involve low income people in the Art and Craft workshop, in the expanded production of arts and crafts.

Implement a public awareness program of the objectives and value of cooperative ventures, within the historical context of American cooperative enterprise.

Provide background material, films, reports on other cooperative possibilities, developed by low income people throughout the nation, and thereby demonstrate to Black and Native groups, potential local co-ops.

Establish craft demonstrations, instruction seminars, and will locate studio facilities necessary for painting, carving, ceramics, sculpture, weaving and other needlecrafts.

RECRUITMENT OF AIDES

Vital to the development of this program is the recruitment of the Community Information Aides locally and perhaps those from within poverty level groups. The lack of formal education will, at no time, be a deterrent to the employ of a warm, concerned individual.

Our recruitment will be unusual in that we will encourage application from blue collar workers. Many intelligent, capable and sensitive people have already sought out human service occupations - hospital aides, restaurant workers, church workers, or public service employees are examples of groups to which people may have gravitated in order to satisfy an instinctive need - service to others.

We will push a highly publicized campaign among native groups, church groups, unions and neighborhood associations, using newspapers and television to attract Aides who would be emotionally qualified, although not necessarily academically qualified. The recruitment program will stress the philosophy and dignity of public service.

MANAGEMENT AND SUPERVISION

An ARC Interagency Action Unit has been formed to act as sponsor for the ARC project. This ARC Action Unit is composed of the executive directors of the actively participating agencies. These directors serve with the consent of their constituencies, thus insuring community involvement.

A sponsor of this composition has several advantages. It allows for effective, efficient decision-making. Creatively, it is a vehicle for direct cross-fertilization of ideas at the executive policy-making level. It also makes possible interchange and development of interdependence. As one director has already said, 'This is basic to the concept of social services and what we should be doing already.'

The ARC Interagency Action Unit has appointed a Coordinator who will work with the immediate supervisors in each agency to implement the program. The coordinator will provide personal contact between the ARC Interagency Action Unit and the VISTA Information Aides.

The Information Aides will be assigned to agencies who will provide an immediate supervisor for the Aides. In event of disagreement, the supervisors and the Aides will have direct access to the Coordinator.

The sponsoring body recognizes that management, support and supervision includes, but is not limited to:

Advocating for the resolution of needs raised by volunteers and the client community.

Supervising activities of volunteers.

Lending direction to the total project.

Receiving and disseminating ACTION information inputs.

Interpreting and developing project guidelines.

Maintaining an information system to:

Inform the community

Sustain the report schedules

Explore new program areas

Provide interchange between participating agencies.

Supporting volunteers in possible conflict roles.

Recruiting community volunteers and determining assignments.

Developing training model programs.

Assisting in the development of career lattices for Community Volunteers.

Locating and securing needed resources for project maintenance.

Monitoring and assessing the activities of participating organizations to delineate program maintenance.

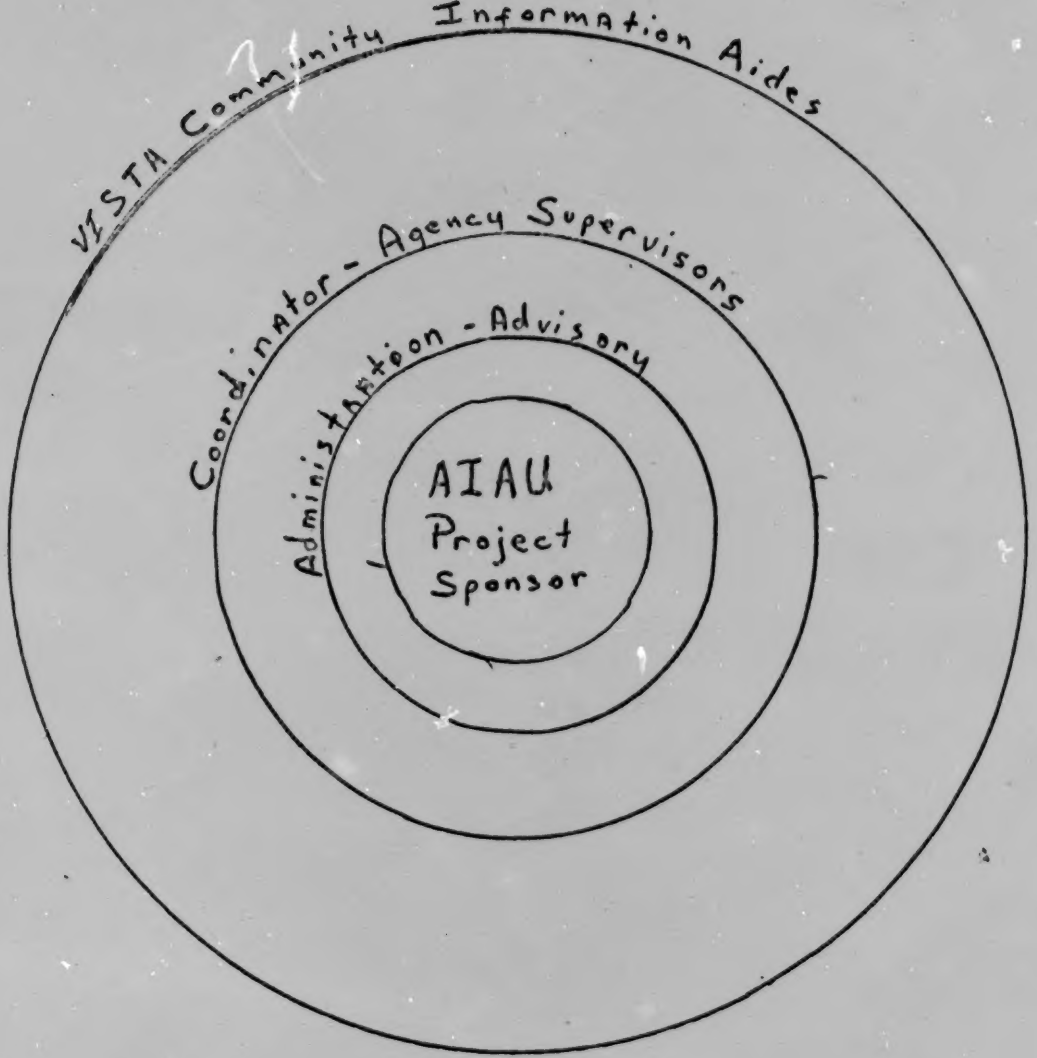
Developing program opportunities.

Serving as community reference point for volunteers of non-participating agencies.

Developing a system for inclusion or exclusion of participating organizations.

Serving as a contracting entity with ACTION and receive and assign volunteers.

(See chart - page 25)


VISTA Community Information Aides
Coordinator - Agency Supervisors
Administration - Advisory
AIAU
Project
Sponsor

TRAINING OF AIDES

The training of the Community Information Aides will dovetail with the ongoing training programs of ARC Agencies and will include an introduction to the technical aspects of media and the human service aspects of information delivery. Coordinated will be the training of Neighborhood Youth Corps workers, Bureau of Indian Affairs (BIA) Work Experience Program trainees, and parent volunteer groups. The VISTA trainees will receive a tightly condensed form of an already successful Alaska native training program (BIA Work Experience) at the library.

The Research, Planning, and Federal Programming Division of the Fairbanks North Star Borough School District, under the direction of Dr. Niilo Koponen, will present an intensive one day seminar on the sociological, historical, and economic aspects of the Fairbanks area.

During this introductory period, the trainees would become acquainted with fellow employees, ARC agency functions, and specialized vocabularies. Each trainee would experience an intensive and closely supervised assignment within a particular agency. Upon completion of a review of the tasks, objectives, and goals of that agency, the trainee would move on to another. By the end of the three week orientation period, the trainees will be able to interrelate the total function of the ARC project.

Trainees will be teamed in their assignments. As a team they will be required to prepare a description of each of the agencies in which they train, covering the legal framework, the funding, the objectives, the services, and the limitations of that particular agency. These work reports will become the basis for a self-generated information artifact which can be distributed in their work. They then can say to the clients, 'These we prepared for you.'

Consultants from Crisis Line will conduct role play and group dynamics sessions.

Procedure manuals and job descriptions will be available in each ARC agency for use by the trainees. A written examination will be administered weekly.

A rigorous one week workshop in the use of reference materials and reference techniques will stress the use of social service information. A performance record in reference problem solving will be kept for each trainee.

This approach is designed to give each trainee a quick, comprehensive grasp of an Information Center's function. The aim is not to develop instant librarians, but to develop the awareness that information exists and can be had, and that these trainees will have the skills to get it.

Because the trainees will have public service experience during this period, they will, from the very beginning, have contact with people and will be practicing the social service concepts with which they will become acquainted in the second phase of their formal training schedule. In-service training, which will continue throughout the year, will further acquaint trainees with social service agencies and provide opportunity for exchange of information.

University classes - each student will be required to attend, three hours a week, a Social Services Practicum, an undergraduate course at the University of Alaska in connection with the Title I Community Service and Continuing Education Program. The expense of these semester-long courses will be borne by the ARC agency and all formal prerequisites are waived.

The trainees will be involved in a multi-vectored evaluation experience during their training and operative period through regular ARC project group meetings, through oral evaluations of the program objectives, and through written reports which will be required of the University instructor, the agency clients, and themselves.

Experience has demonstrated that trainees, working within new situations, because of unaccustomed jargon, multiplicity of resources available, and the variety of procedures, strongly require not only formal exams and written reports but informal reviews of their movement through a training program. A close rapport with the Coordinator must be developed. Therefore, a series of deliberate, casual, socially integrative functions are scheduled: ARC project-wide fun projects; physical work projects; staff-wide meals - breakfasts, lunches, and suppers; special event spontaneous parties - birthdays, engagements, morning coffee or an after-hours beer.

An integrative training approach will provide social service skills to all volunteers, which will not only qualify them for job openings in participating agencies, but for the many paraprofessional positions now becoming available in the social services.

One of the main objectives of the trainee period will be to develop an integrated and loving staff who recognize a mutual social and service objective.

RESOURCE REQUIREMENTS

The single greatest resource problem of the Aides will be transportation. No public transportation exists within the City. General Services Administration transportation is not available to Aides. It is planned that VISTA will make some provision for transportation expense.

Participating agencies will make available, whenever possible, office space, typewriters, and office supplies as needed by the Aides.

DURATION OF PROGRAM

VISTA Community Information Aides will be able, in a twelve month period to develop the necessary information skills, will acquire a theoretical social service base, and will have working opportunity to initiate ARC area projects.

The program, however, to have a real effect, would require another twelve months' funding.

In order to generate true impact, more time will be needed by the Community Information Aides. Achievement of objectives will be based on their accruing impetus gained in their attempts and solutions to create an information delivery system for poverty level people; and as their own confidence increases, program objectives will be realized.

REPORT SCHEDULE

The Coordinator will submit a quarterly report, from funding date, both statistical and narrative, to VISTA Headquarters. A final report will incorporate the multi-media stress of the program by producing a film, slide and tape-recorded summation of the year's project. The development of other audiovisuals, graphics, magazines, native story publications, and cassette collections of music, will complete the project reporting.

CRITERIA FOR EVALUATION

The criteria for quantitative evaluation of the demonstration can be produced through statistical reports based on traditional information agency experience:

Number of low income persons contacted
Number of interagency referrals
Interagency use of facilities
Cooperative interagency programs

Number of print materials used
Number of non-print materials used
Number of requests for special materials
Number of original projects produced

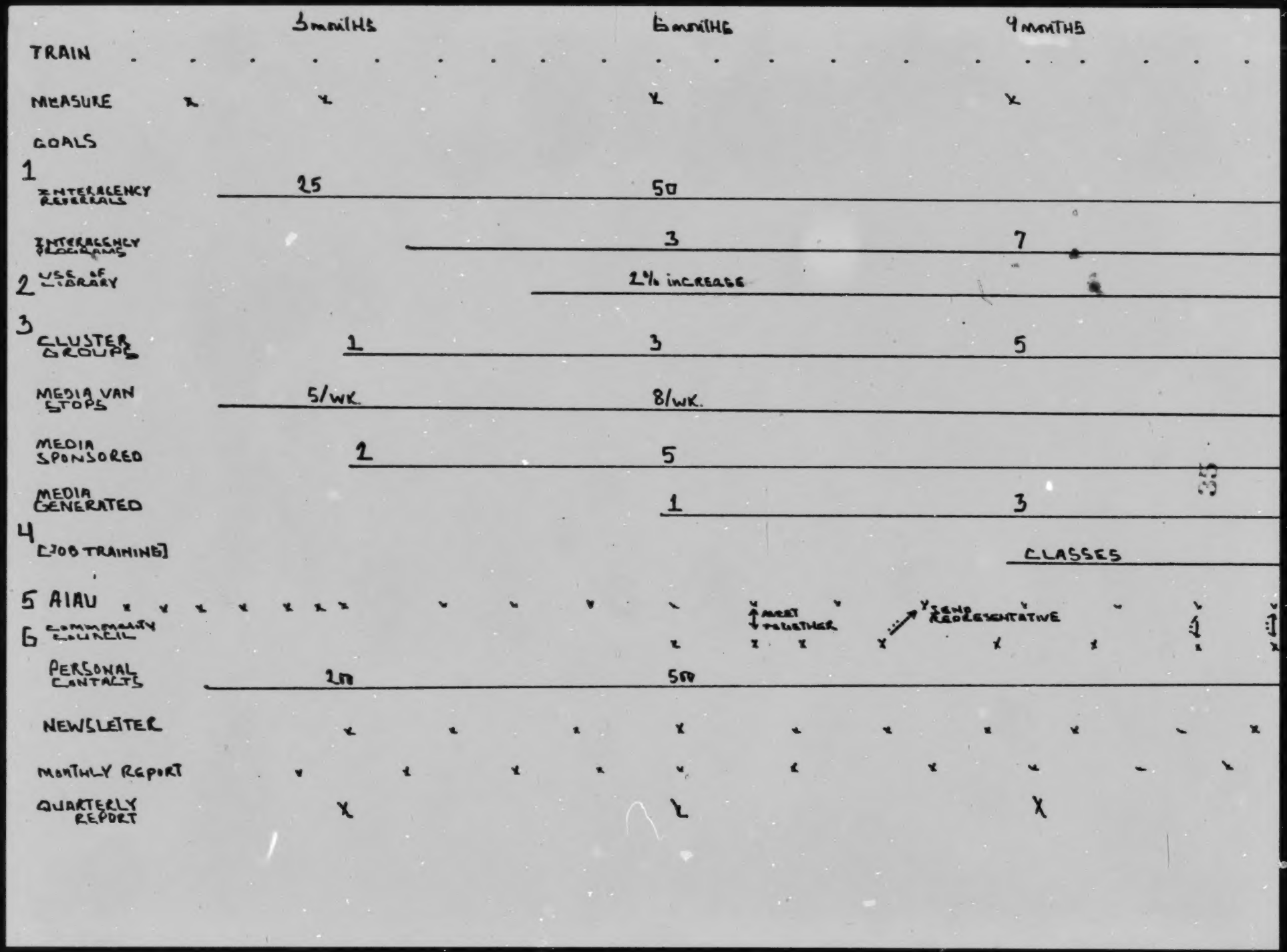
- Cassettes
- Films
- Graphics
- Publications
- Radio and television broadcasts
- Slides
- Tapes
- Writings

Number of service stops of media van
Number of job placements
Number of people contacted
Number of cluster groups developed
Number of people involved in programs
Number of groups involved in interaction
Number of village broadcasts

The criteria for qualitative aspects of an information delivery program to poverty people, however, and its effect on individual lives, will be somewhat more difficult to produce. It is through the use of video-taping and tape recording spoken evaluations of personal accounts of new awareness, that project evaluations will be attempted. Also, a statistical record will be kept on:

Skills obtained as the result of the ARC project
Job interviews set up
Job placements

(See attached graph)


3 months
6 months
9 months
TRAIN
MEASURE
GOALS
1
INTERAGENCY REFERRALS
25
50
INTERAGENCY PROGRAMS
3
7
2
USE OF LIBRARY
2% increase
3
CLUSTER GROUPS
1
3
5
MEDIA VAN STOPS
5/wk.
8/wk.
MEDIA SPONSORED
2
5
MEDIA GENERATED
1
3
35
4
[JOB TRAINING]
CLASSES
5 AIAU
6
COMMUNITY COUNCIL
MEET TOGETHER
SEND REPRESENTATIVE
PERSONAL CONTACTS
250
500
NEWSLETTER
MONTHLY REPORT
QUARTERLY REPORT

1 YR. | 15 months | 19 months | 21 months | 2 YR.

G·120
A·90

175

G·250
A·175

G·10
A·7

15

G·24
A·18

Goal: 5% increase
Acceptable: 5½% increase

10% increase

G·2070
A·1290

G·10
A·6

16

G·24
A·12

1 hr/wk.

15 hr/wk.

G·10
A·7

15

G·24
A·18

G·5
A·3

10

G·16
A·10

Interview preparation

Interviews

Jobs!

G·1250
A·800

.950

G·2500
A·1600

TOMORROW'S VISTAS

The energy generated in the planning of the ARC project suggests a molecular patterning structure for expansion, in the formation and crystallization of a nucleus of social service agencies whose interacting forces amplify delivery output.

The provision of information as a social tool for those who elect to use it has been the common component of the ARC agencies. Associative agencies already can envision their own VISTAs. By a progressive interrelated growth, this concept of an information delivery system can be expanded to include these already existing, but as yet unrelated systems:

Village Medical Aides
Nutrition Aides
Village VISTAs
Regional Library Network
Education Councils of Native Associations

Geographic expansion can be effected through the nascent communication satellite program, whose use will be demonstrated in the original proposal. An imaginative use of spin-off products of two-way satellite communication: reel to reel tapes, audio cassettes, newsletters creating a dialogue in print; their use can foster human exchange for the development of meaning and purpose in individual lives.

Vistas for tomorrow could well include the regionalization of an integrated human service delivery program providing information for those fundamental needs of:

Alternative and evolving education systems
Health Services Systems
Housing Programs
Career Development
Participation in the democratic process

The DNA factor in this helix of organization for human need is information. The VISTA Information Aides for tomorrow, using information, may be those agents to bring a new helix of social structure into being.

By: John A. Carlson
Introduced: 1/27/72
Adopted: 1/27/72

RESOLUTION NO. 72-6

A RESOLUTION AUTHORIZING THE USE OF COMMUNITY INFORMATION AIDES THROUGH A VISTA VOLUNTEER PROGRAM FOR THE FAIRBANKS NORTH STAR BOROUGH LIBRARY.

WHEREAS, the Fairbanks North Star Borough has the responsibility for the delivery of library services to the total population within the Borough; and

WHEREAS, a recent public library user survey demonstrates that for low-income population and our culturally differentiated population there is less than 1% traditional public library use by Blacks and 3.5% public library use by Alaska Natives; and

WHEREAS, the public library user survey has demonstrated that there is a high use by low-income people and groups of multi-media and non-traditional materials; and

WHEREAS, community service agencies have demonstrated a need for interaction for information delivery purposes; and

WHEREAS, Fairbanks North Star Borough has applied for and received funds for an "Outreach" media van for delivery of public library services to this specific population; and

WHEREAS, an interagency coordinated proposal has been prepared and submitted to VISTA for a community-wide VISTA program:

NOW, THEREFORE, BE IT RESOLVED by the Assembly of the Fairbanks North Star Borough:

That John A. Carlson, Borough Chairman, be and he is hereby authorized and directed to make application for such VISTA Volunteers on behalf of the Fairbanks North Star Borough.

PASSED AND APPROVED THIS 27th DAY OF January, 1972.

Robert H Butterworth
Presiding Officer

ATTEST:

Kenneth W. Anderson
Clerk of the Assembly

INTERCONNECTED SUPPORT

The common sense, but unusual interconnection of the ARC agencies of the Fairbanks North Star Borough and these already funded programs, provides the basis for this proposal. We have money for materials, equipment, and a supervisory staff. What is vitally needed is the connecting link between ARC agencies and the other human service agencies which have the information, and individuals who are in need. The VISTA Community Information Aide is this human link.

Department of Health and Social Services
Contract for Services — $180,000

A contract to provide an expansion of the traditional library services by (1) using Outreach personnel and broadcasting media, and (2) a new concept of information and referral to appropriate agencies to expedite the delivery of educational, vocational, and cultural improvement services to past, present, and potential clients in the Fairbanks North Star Borough. Provides for five Library Outreach Professionals, materials, and backup support costs. (See Appendix A)

Community Outreach Coordinator — $ 12,000

A supervisory, full-time position funded through the Fairbanks North Star Borough Library application to the Emergency Employment Act. (See Appendix A)

Delivery of Outreach Services — $ 50,000

A demonstration grant funded by the State Library to provide materials and omnibus vehicle for media programs to the unserved. (See Appendix A)

Community Service and Continuing Education Proposal — $ 32,000

Cooperative Visual and Reflective Media Educational Program between the Sociology Department students, University of Alaska, and the Community Agencies and their clients. (See Appendix A)

Information Aide Training Program

In coordination with the Bureau of Indian Affairs and Fairbanks Native Community Center. (See Appendix A)

Seeing Together - Drug Information Program $ 4,600

Working with Drug Abuse Center and Career Extension Service program for adolescents in film making as a personal art and the production of a student-created film on the problem of drugs. (See Appendix A)

Community Information Specialist $ 6,800

A full-time position funded through the Alaska State Library application to the Emergency Employment Act. He will coordinate and produce a weekly impact program of information on the project utilizing public service television, radio, newspapers, posters, project prepared graphics, leaflets, magazines, broadcasting via ATS-1 (Advanced Technology Satellite), church bulletins, weekly grocery ads, and be responsible for the statistical record-keeping of the project.

VISTA COMMUNITY INFORMATION AIDES

Twelve full-time positions:

Fairbanks North Star Borough Library

Information Aide in Early Childhood Development
Information Aide for Adolescents
Information Aide for Adults
Information Aide for the Elderly
Information Aide in Communications

Fairbanks Crisis Clinic Foundation, Inc.

Crisis Line Information Aide

Fairbanks Native Community Center

Information Aide for Youth Affairs
Information Aide for Media

Fairbanks Headstart Association, Inc.

Information Aide for Consumer Education

Fairbanks Rehabilitation Association, Inc.

Information Aide for Community Education
Information Aide for Recreation

Teknh Art & Craft Co-op

Information Aide for Cooperative Development

SOUTHSIDE VOTERS LEAGUE

c/o 4300 - 21st Avenue - Fairbanks, Alaska 99701
Phone: 452-2798

"Minorities also use the power of the vote"

ICERS
Jones, President
st W. Griffin, Vice Pres.
Ewing, Sec'y-Treas.

RD OF DIRECTORS
Ratcliffe, Chairman
h Marshall
Papagna
Petrie
s Huey
Jones
st W. Griffin
Ewing

December 2, 1971

Mrs. Patricia Willey, Director
Fairbanks North Star Borough Library
901 1st Avenue
Fairbanks, Alaska 99701

Dear Mrs. Willey:

We the members of the Southside Voters League are very interested in the Outreach Program of the Fairbanks North Star Borough Library and are sure that such a program would be of interest and help to our community. We hope you can have the help of the Vista Program to make this service available.

Sincerely,

J.P. Jones

J.P. Jones, President

JPJ:mcs

FAIRBANKS NATIVE COMMUNITY CENTER

102 Lacey Street Fairbanks, Alaska 99701 Telephone 452-1648

December 3, 1971

Patsy Willey, Director
901 1st. Avenue
Fairbanks, Alaska 99701

Dear Mrs. Willey:

Fairbanks has many services available, however, Manpower and the understanding of the services available has limited the use of these services by Native people.

For these reasons I support your application for Vista volunteers.

With added help, the many educational programs offered by the Borough Library would be extended to the Fairbanks Native Community Center.

Sincerely

Adam John
Center Director

AJ:cc

December, 3. 1971.

Alice Legault, S.S.A.

Mrs. Patsy Willey, Director
Fairbanks North Star Borough Library,
901 First Avenue,

Dear Pat,

Since 1969, I had the privilege of working in the City of Fairbanks in Religio-Social Activities among various denominations.

I had the opportunity of benefiting of the books and the Audio-Visual Aids available at the Fairbanks North Star Borough Library.

However, I feel that there is a great need for a person who would be available to reach out to the people who are unable to make use of the facilities already existing.

Thank you for your collaboration and I hope that in a near future there will be a person available for the requested needs.

Sincerely yours,

Sr. Alice Legault, ssa.

CITY OF FAIRBANKS

P. O. BOX 790
FAIRBANKS, ALASKA 99707

November 26, 1971

Mrs. Patsy Willey
Fairbanks Borough Library
901 First Avenue
Fairbanks, Alaska 99701

Dear Mrs. Willey,

We did want to tell you how valuable we might find Vista outreach workers attached to the library. Undoubtedly, we would utilize them in obtaining materials and resource information for our drug-abuse education program.

We wish you much success with this program and offer our cooperation for the future.

Peace,

Gail Shortell

Gail Shortell
Drug Abuse Coordinator

GS:as

CAREER EXTENSION CENTER
Fairbanks North Star Borough School District
1416 Gilliam Way
Fairbanks, Alaska 99701

December 3, 1971

Mrs. Patsy Willey, Director
Fairbanks North Star Borough Library
Fairbanks, Alaska 99701

Dear Patsy:

Now that our Career Extension Center is in full operation we are very much aware of our constant need to surround our students with every kind of educational media. As you know our students are high school drop outs who are "turned off" as far as education goes. Our task is to constantly stimulate these young people with new ideas, and bring about an incentive to learn. We can most assuredly use the services of a library aide as a material resource person. One of the services we would like to offer our students is a rotating library which would be serviced on a weekly basis. If possible we would also like to have films, pictures, and even a few sculpture pieces to show.

When students become stimulated to research an interest area we could use a resource person to find materials to keep the student reading.

Another service an aide could render is finding professional materials that would be helpful to our staff in career planning & guidance. We certainly appreciate the past services & encouragement you have given. Perhaps there can be an even greater involvement in the future.

Sincerely,

Irene Cleworth

Irene Cleworth, Director
Career Extension Center

STATE OF ALASKA

DEPARTMENT OF HEALTH & WELFARE

DIVISION OF CORRECTIONS

WILLIAM A. EGAN, Governor

NORTHERN REGIONAL CORRECTIONAL INSTITUTION
P. O. BOX 317 — FAIRBANKS 99701

December 10, 1971

Mrs. Marie Walker
Fairbanks North Star Borough Public Library
901 First Avenue
Fairbanks, Alaska

Dear Mrs. Walker:

It has been brought to my attention that the Fairbanks North Star Borough Public Library is initiating a program through VISTA whereby they will assist local agencies in their community outreach. This institution could very much benefit from such a program in that our educational and vocational training programs are just now developing to the point where we can incorporate this type of assistance.

Hopefully, by the first of the year, we will be adding an Institutional Instructor to our permanent staff and the materials available from your library, as well as the possibilities of tutoring assistance, will be of great benefit in our new educational programs. As you can well imagine, the backgrounds and educational levels of individuals confined here vary greatly and the aid, both in manpower and published material, from this proposed program would add to the effectiveness and thoroughness of our educational programs on an individual level.

Any future correspondence can be directed to the Institutional Instructor at this institution; however, if I can be of any additional service, please feel free to contact me.

Very truly yours,

Thomas R. Drake, Superintendent
Northern Regional Correctional Inst.

TRD:jb

Alaska Library Association

December 2, 1971

Mrs. Patsy Willey
Director
Fairbanks North Star Borough Library
901 First Avenue
Fairbanks, Alaska 99701

Dear Patsy:

I understand there is a possibility of your using VISTA Volunteers for outreach programs at the North Star Borough Library. I think this presents some very exciting possibilities. I was especially pleased to hear you were recommending that one of the volunteers work in the area of communications. This would tie in most appropriately with the Alaska Library Association's Communication Satellite Program which you are directing. A VISTA Volunteer would be most valuable in making possible a more dynamic service to the 26 remote satellite communities. The Volunteer could work in such areas as program coordination, story-telling, evaluation of village needs and distribution of materials to villages.

Please let me know if a VISTA Volunteer is approved to work the area of communications, for I would like to discuss with you further the possible applications in our satellite program.

Sincerely,

Mary Matthews

(Mrs.) Mary Matthews
President
Alaska Library Association
University of Alaska Library
College, Alaska 99701

MM/mb

Box 81390
College, Alaska 99701

Mrs. Patsy Willey, Borough Librarian
North Star Borough Library
1st and Cowles Streets
Fairbanks, Alaska

Dear Mrs. Willey:

In response to your query, I can assure you that we could readily make use of any assistance offered us by VISTA volunteers. We now rely upon an essentially untrained volunteer staff for research in community facilities, state and national trends, and other information vital to our proper functioning. In addition, we continually need help in the areas of publicity and community relations, for we aim to dispense family planning information to as many Fairbanksans as need such help--a demanding task. I can state with confidence that any assistance you could provide us, through VISTA volunteers, would be of immeasurable benefit.

In closing, I must add that your library staff has already shown its support for our work in numerous ways; we cannot miss the opportunity to record our appreciation.

Sincerely

Patricia Monaghan

Patricia Monaghan
Board of Directors
Fairbanks Family Planning Information Center

REPLY MEMO

Mrs. Betty Magnuson
Home-School Coordinator
Suite "B" Nerland Building
543 3rd Avenue
Fairbanks. AK. 99701

State of Alaska

MESSAGE	REPLY
TO Mr. Darby Willey DATE 12/6/71	TO DATE
Fairbanks Community Library	
The major portion of the Rural Boarding Home Program students live, through design, been placed in homes outside the core area of the city. This means, in terms of use of the library, that it is not convenient or in some cases possible to visit the library.	
It seems to me that the library could best serve our students as a mobile unit, available on a regular schedule; and as an instant resource information center through telephone communication.	
SIGNED	SIGNED Betty J. Magnuson Home-School Coordinator

1. YELLOW COPY. 2. SEND WHITE AND PINK COPIES WITH CARBON INTACT. 1. WRITE REPLY. 2. DETACH SEND, KEEP PINK COPY, RETURN WHITE COPY TO SENDER.

Form 02-06

Suite B, 543 3rd Ave.
Regional Rural Boarding Home Program

CAREAGE NORTH CONVALESCENT CENTER
P. O. BOX 847
FAIRBANKS, ALASKA 99701
DECEMBER 2, 1971

FAIRBANKS NORTH STAR BOUROUGH LIBRARY
901 1st St.
FAIRBANKS, ALASKA

ATTENTION: MS. PATRICIA WILLEY

Dear Ms. Willey

At the request of Mrs. Betty Turner, Activities Coordinator of Careage North, I am writing to suggest some ways in which the Library can be of service to Careage North. First of all, let me say that Careage North is a one hundred and three (103) bed convalescent care facility, providing restorative care to both long and short term convalescents. Many of our patients are without family thus they depend on us to provide cultural environment as well as physical and medical care.

Any help you could give us in the area of music, the arts, research, crafts and other cultural benefits would be most welcomed. Of course, we would hope that the conventional library services such as books, magazines and periodicals, could be made available to our patients (many of whom are unable to leave the building). Further, Mrs. Turner and I would welcome the opportunity to work out other programs that would enrich the lives of our patients.

Please stop by to see us or call if you have questions or suggestions.

Very truly yours,

Shirley Noddemeyer

SHIRLEY NODDEMEYER
ADMINISTRATOR

Sgm:ch

Department of Health and Social Services

State of Alaska

CONTRACT FOR SERVICES

This contract, effective as of the 1st day of March, 19 72, between the State of Alaska, Department of Health and Social Services, (which will be hereinafter called the "State"), and Fairbanks North Star Borough Dept. of Library Box 1267 Fairbanks, Ak. 99701, (hereinafter called the "Contractor").

WITNESSETH that:

Whereas, the State is entering into this contract by direct negotiation and not by competitive bids because this is a contract for professional services;

Whereas, the Contractor is willing to undertake the performance of this contract under the terms of this contract;

Whereas, the Department of Health and Social Services has the authority to enter into this contract by AS 44.29.020;

NOW THEREFORE, the Parties hereto agree as follows:

Article I. The Service to be Performed. (Continued in Appendix E, attached hereto and incorporated herein.)

1. (a). General description: The Fairbanks North Star Borough, Dept. of Library, will provide an expansion of the traditional library services by (1) using outreach personnel and broadcasting media, and (2) a new concept of information and referral to appropriate agencies to expedite the delivery of educational, vocational, and cultural improvement services to past, present, and potential clients in the Fairbanks North Star Borough. (refer to attachment 1.)

(b) The Contractor must provide the quality of service set out in the booklet entitled, "How to Contract for Social Services," January, 1972.

(c) The Contractor must provide a Bond to indemnify the State against the possibility of malfeasance, fraud, or impropriety in the amount of -0- dollars. ($ -0-).

Article II. The Period for Performance.

The period of performance under this contract shall commence on March 1, 19 72, and expire on February 28 19 73. Performance may be extended for additional periods by the mutual written agreement of the parties.

Article III. Consideration.

In full consideration of the Contractor's performance hereunder, the State shall pay the Contractor $according to the payment schedule bel per for the following indirect services rendered as identified in Article I. The Contractor shall bill the State on forms provided by the State for services provided on a calendar month basis.

An advance payment is being requested in the amount of $42,868.75 at the time of execution of the contract. The remaining $128,606.25 will be paid quarterly on receipt of reports and billings. These quarte payments will be $32,151.56.

Article IV. Contract Provisions

Appendix B attached hereto and made a part hereof sets forth general contract provisions of this contract.

Article V. Additional Contract Provisions.

Appendix C, attached heteto and made a part hereof, sets forth any additional contract provisions that were made in this contract prior to its execution.

IN WITNESS WHEREOF, the parties have executed this contract.

Contractor:

By:_____

_____
Official Title

Date:_____

State of Alaska
Department of Health and Social Services
Recommended for Approval

By:_____
Director, Division of

Family and Children Services

Date:_____

APPROVED

_____
Commissioner

Date:_____

APPROVED

_____
Department of Administration

Date:_____

FISCAL DATA

Total amount of contract not to exceed $180,500 (Less 5% -$ 9.025 = $171,475)

Funding Breakdown 25% - $45,125 Fairbanks North Star Borough; 75% - $135,375 Title IV funds.

Receipt Code(s) 06-34-80-77, 06-32-80-77

Program or Activity AFDC - 50% , APA 50%

Account Code 06-34-80-77, 06-32-80-77

DISTRIBUTION

Contractor ( )
State Agency ( )
Administration( )

Budgeted funds are available for the period and purpose of this expenditure

_____.

(if contractor is a corporation, the following certificate shall be executed by the secretary or assistant secretary.)

I, _____, certify that I am the Secretary of the corporation named as Contractor in the attached contract; that _____, who signed said contract on behalf of the Contractor, was then _____ of said corporation, that said contract was duly signed for and in behalf of said corporation by authority of its governing body, and is within the scope of its corporate powers.

(Corporate Seal)

APPENDIX A - SERVICES TO BE PERFORMED

(Continuation of Article I)

2. Specific Requirements.

The standards to be met by Contractor in satisfactorily performing this contract are:

(a) The Contractor must bill within the Budget Outline incorporated herein as Appendix D. Any deviations from proposed budget in excess of 10%, or $500, whichever is less, must have prior written approval from the Division of Family and Children Services.

(b) The Contractor must provide the quality and quantity of service described in the Project Description incorporated herein as Appendix E.

(c) The Contractor must meet the Project Schedule incorporated herein as Appendix F.

(d) The Contractor must provide the reports required by the Report Schedule incorporated herein as Appendix G.

APPENDIX B

Appendix B - 1. Definitions

(a) The term "Contracting Officer" as used herein means the person executing this contract on behalf of the State and includes a duly appointed successor or authorized representative.

(b) The term "Department" means the Department which has executed this contract for the State of Alaska.

Appendix B - 2. Inspection and Reports.

(a) The Department shall have the right to inspect, in such manner and at all reasonable times as it deems appropriate, all activities of the Contractor arising in the course of its undertakings under this contract.

(b) The Contractor shall make progress and other reports in such manner and at such times as the Department may reasonably require.

(c) The Contractor shall maintain complete confidentiality of records on clients pursuant to AS 47.05.020 and AS 47.05.030.

Appendix B - 3. State Saved Harmless.

The Contractor shall hold and save the State, its officers, agents and employees, harmless from liability or any nature or kind, including costs and expenses, for or on account of any or all suits or damages of any character whatsoever resulting from injuries or damages sustained by any person or persons or property by virtue of performance of this contract.

Appendix B - 4. Equal Employment Opportunity.

(a) The Contractor will not discriminate against any employee or applicant for employment because of race, color, religion, national origin, ancestry, age, or sex. The Contractor will take affirmative action to insure that applicants are employed and that employees are treated during employment without regard to their race, color, religion, national origin, ancestry, age, or sex. Such action shall include, but not be limited to, the following: employment, upgrading, demotion, or transfer; recruitment or recruiting advertising; layoff or termination, rates of pay or other forms of compensation; and selection for training, including apprenticeship. The Contractor agrees to post in conspicuous places, available to employees and applicants for employment, notices setting forth the provisions of this nondiscrimination clause.

(b) The Contractor shall state, in all solicitations or advertisements for employees to work on State of Alaska contract jobs, that all qualified applicants will receive consideration for employment without regard to race, color, religion, national origin, ancestry, age, or sex.

(c) The Contractor will send to each labor union or representative of workers with which the Contractor has a collective bargaining agreement or other contract or understanding a notice advising the said labor union or workers' representative of the Contractor's commitments under this section and shall post copies of the notice in conspicuous places available to all employees and applicants for employment.

(d) The Contractor will include the provisions of Paragraphs (a) through (c) of this Section in every contract, and will require the inclusion of these provisions in every sub-contract entered into by any of its sub-contractors, so that such provisions will be binding upon each sub-contractor, as the case may be. For the purpose of including such provisions in any construction, maintenance, or service contract or sub-contract, as required hereby, the term "Contractor" and the term "Sub-contractor" may be changed to reflect appropriately the name or designation of the parties of such contract or sub-contract.

(e) The Contractor agrees that he will fully cooperate with the office or agency of the State of Alaska which seeks to deal with the problem of unlawful or invidious discrimination, and with all other State efforts to guarantee fair employment practices under this contract, and said Contractor will comply promptly with all requests and directions from the State Commission for Human Rights or any of its officers or agents relating to prevention of discriminatory employment practice.

(f) Full cooperation as expressed in clause (e) foregoing shall include, but not be limited to, being a witness in any proceeding involving questions of unlawful or invidious discrimination if such is deemed necessary by any official or agency of the State of Alaska, permitting employees of said Contractor to be witnesses or complainants in any proceeding involving questions of unlawful or invidious discrimination, if such is deemed necessary by any official or agency of the State of Alaska, participating in meetings, submitting periodic reports on the equal employment aspects of present and future employment, assisting in inspection of the construction site, and promptly complying with all State directives deemed essential by any office or agency of the State of Alaska to insure compliance with all Federal and State Laws, regulations and policies pertaining to the prevention of discriminatory employment practices.

(g) Failure to perform any of the above agreements pertaining to equal employment opportunities shall be deemed a material breach of the contract.

The responsible officer overseeing compliance with such fair practice and nondiscrimination provision shall be the executive head of such department or other agency of the State of Alaska as is a party to the contract. Such responsible officer shall report to the State Commission for Human Rights whenever discriminatory practices are brought to his attention.

Appendix B - 5. Termination.

The Contracting Officer, by written notice, may terminate this contract, in whole or in part, when it is in the best interest of the State. The State shall be liable only for payment provisions of this contract for services rendered prior to the effective date of termination.

Appendix B - 6. No Assignment.

The Contractor shall not assign this contract, nor any part thereof, nor any right to any of the monies to be paid him hereunder, nor shall any part of the work done or materials furnished under said contract be sublet, except with the written consent of the Contracting Officer.

Appendix B - 7. No Additional Work.

No claim for additional services, not specifically herein provided, done or furnished by the Contractor, will be allowed by the Commissioner or the head of the agency, nor shall the Contractor do any work or furnish any material not covered by the contract, unless such work is ordered in writing by the contracting officer.

Appendix B - 8. Independent Contractor.

The Contractor, and any agents and employees of the Contractor, shall act in an independent capacity and not as officers or employees or agents of the State in the performance of this contract.

Appendix B - 9. Availability of Appropriation.

This Agreement is subject to the availability of appropriation by the State.

Appendix B - 10. Requirement for Alaska Business License.

It is understood and agreed that if an Alaska Business License is required under Alaska Statutes 43.70 the contractor is now in possession of same or in the event he does not now have a license he will apply for same to the Commissioner of Revenue, Pouch SA, Juneau, Alaska 99801 within 30 days following the effective date of this contract. A copy of the contract is being furnished the Commissioner of Revenue.

Appendix B - 11. Conformity with Federal Regulations.

Notwithstanding any other provisions of this contract, it is expressly understood that during any wage/price freeze by Executive order or Federal Legislation the rates paid will be determined in accordance with federal guidelines.

No retroactive payment will be made at the termination of the wage/price freeze unless such payment is consistent with Federal Guidelines.

Appendix B - 12. Effect of Termination of Federal Funding.

(a) Nothing in this contract shall obligate the State of Alaska to provide any additional permanent positions to be paid from State funds. Any new positions shall be related directly to the availability of Federal funds.

(b) In the event Federal matching funds are reduced from current pro rata levels or terminated, the financial participation of the State of Alaska shall be reduced accordingly or terminated.

Appendix B - 13. Records.

It is understood and agreed that in case of the termination of the existence of the contractor by bankruptcy or any other reason that all records in Contractor's possession, program and fiscal, relating to this contract shall become property of the State.

Appendix B- 14. Additional State Payment

If the funding agency pays more to the State than can be utilized with Federal matching funds under this contract, the State shall pay the funding agency the amount which exceeds the utilized matchable contribution.

Appendix B - 15. Audit Exceptions.

In the event all or any part of the Federal funds being transferred to the Contractor under this contract, are disallowed by later Federal audit, it is expressly understood that these lost monies will be reimbursed to the State by the Contractor.

APPENDIX C - ADDITIONAL CONTRACT PROVISIONS

(Continuation of Article V)

APPENDIX D - BUDGET OUTLINE

1.	Department of Health and Social Services Administrative Costs @ 5%		$ 9, 025
2.	Personnel		
	5 Library Outreach Professionals Fairbanks North Star Borough Salary Schedule		
	18E Project Supervisor @ 1497/mo.	17, 964	
	17E Asst. Proj. Supervisor @ 1391/mo.	16, 692	
	17B Media Specialist @ 1246/mo.	14, 952	
	17B Outreach Librarian @ 1246/mo.	14, 952	
	15E Coordinator - VISTAs @ 1201/mo.	14, 414	78, 974
	1 Clerical-Secretarial Position @ 776/mo.		9, 312
	Related costs and benefits @ 15%		13, 243
3.	Materials		
	Specialized information and library outreach materials		18, 000
4.	Impact Media Program		
	Radio, T. V. and Communication Satellite spots to cover 52 weeks and to include two 'What Do You Want To Know?' information programs weekly; Graphic productions to include newsletters, brochures, flyers, posters, printing		12, 000
5.	Support Staff and Supervisor		
	Administrative FNSB Library projected 1972-73 Budget		
	. Director @ 1/4 time estimate	5, 438	
	Secretary @ 1/4 time estimate	2, 328	
	Related costs and benefits @ 15%	1, 242	9, 000
	Technical Services - Clerical		
	Division Chief @ 1/4 time estimate	1, 817	
	Library Clerk I @ 1/4 time estimate	1, 700	
	Library Clerk I @ 1/4 time estimate	1, 700	
	Related costs and benefits	783	6, 000
6.	Office Equipment		
	5 Secretarial desks and chairs	1, 500	
	5 Selectric typewriters and file cabinets	2, 100	
	1 Conference Table	400	
	8 Chairs	240	4, 240

7.	A. V. Equipment and Supplies	
	Museum Exhibits, projectors, screens, tape recorders and cameras	$ 9,000
8.	Supplies	
	Standard office and technical supplies	2,406
9.	Facility	
	Lathrop Building, Borough Offices 600 sq. ft. for 'Library Outreach Division'	2,300
	Outreach Media Van - equipped	7,000
	TOTAL	$180,500

APPENDIX E - PROJECT DESCRIPTION

1. To demonstrate an activated use of the community information center by the non-library user from poverty level groups for personal enrichment, for past, present, and potential recepients of public welfare.

2. To demonstrate an increased efficiency of individual human service agencies through coordinated information programs and activities to persons throughout the life arc--early childhood, adolescence, adulthood, and old age.

3. To make available diverse information input components, utilizing a multi-media strategy, to the community unserved outside the standard public library clientele by:

   a. Five professional outreach librarians skilled and trained to work in tandem with Community Information Aides.

   b. Neighborhood cluster groups.

   c. A roving media van.

   d. Library and coordinate agencies' sponsored films, audio and video tape, and photographic self-evaluation encounters.

   e. Broadcasting, printing, and other forms of communications.

4. To provide for poverty income level individuals the opportunity for job training, using multi-media as a skill developing tool, creating a career ladder in a hitherto unexplored field--information delivery. Such participation by poverty-level persons establishes the reality of a learning base, and creates for them an active role in the community structure with concomitant social change agent possibilites.

APPENDIX F - PROJECT SCHEDULE

The North Star Borough Department of Library will be prepared to offer all of the projected services to the target groups, soon after the scheduled start of the contract on March 1, 1972.

APPENDIX G - REPORT SCHEDULE

The Fairbanks North Star Borough Department of Library will send in a monthly report to the Director, Division of Family and Children Services, Pouch H, Juneau, Alaska 99801. The report will give information on the number of people being served under the contract. The report will also give a brief narrative evaluation of how the services are developing and progressing and also how the overall concept of a multi-pronged approach is working out.

Approval as to form

J. G. Mitchell

Department of Law

Date: January 11, 1972

FAIRBANKS NORTH STAR BOROUGH

Dept. of the Library
Box 1267, Fairbanks, Alaska 99701
901 First Ave, Fairbanks, Alaska 99701

January 20, 1972

For the purposes of evaluating what emphasis and how much budgeting of outreach services should be applied to the different areas of the Fairbanks North Star Borough, the Borough has been divided into defined areas that are stipulated as to boundaries. For clarification see maps Exhibits One and Two.

Using the map of service area of Welfare Services in the Fairbanks Office of Family and Child Care Services, we have totaled the number of recipient units (households) that are presently being served in each area. These services include Aid to Families with Dependent Children, Aid to Disabled, Aid to Blind, Old Age Aid, Juvenile Code Child Welfare Service, Foster Homes, and Adoptive Homes. The percentages show what percent of the total welfare services included in our study are being used in each area.

Patricia G. Willey
Director of Library

D 1 N. Alaska Railroad, S. Chena River, E. Hamilton Ave., W. Alaska Railroad

Recipient Units 54 percent 8.6

D 2 N. Chena River, S. Borough Line, E. Lathrop St., W. Peger Rd.

Note: does not include
Birch Park Low Income Housing

Recipient Units 14 percent 2.2

Birch Park City Block Bounded by First Ave., Steward St., and Wein Ave.

Public Low Income Housing

Recipient Units 54 percent 8.6

D 3 N. Chena River, S. Airport Rd., E. Cowles St., W. Lathrop St.

Recipient Units 45 percent 7.1

D 4 N. Chena River, S. 9th Ave., E. Cushman St., W. Cowles St.

Recipient Units 20 percent 3.2

D 5 N. 2nd Ave., S. Gaffney Rd., E. Chena River, W. Cushman St.

Recipient Units 69 percent 10.9

A 1 University of Alaska Property (campus)

Recipient Units 3 percent .5

A 2 Yankovich Rd. area

Recipient Units none

A 3 N. Farmers Loop Rd., S. Noyes Slough, E. Tanana Fairgrounds, W. Farmers Loop Rd./University

Recipient Units 22 percent 3.5

A 4 N. Alaska Railroad, S. Chena River, E. University Ave., W. Chena Pump Rd.

Recipient Units 5 percent .8

A 5 Area West of Chena Pump Rd.

Recipient Units 4 percent .6

Fairbanks North Star Borough Library

A 6 N. Farmers Loop Rd., S. Noyes Slough, E. Isabella Creek, W. Tanana Valley Fairgrounds

Recipient Units 22 percent 3.5

A 7 N. Noyes Slough, S. Chena River, E. City Boundary, W. Noyes Slough

Recipient Units 11 percent 1.7

A 8 N. Chena River, S. West Dale Rd., E. Airport Rd., W. Chena River

Recipient Units 10 percent 1.6

A 9 N. Chena River, S. Borough Line, E. Peger Rd., W. University Ave.

Recipient Units 8 percent 1.3

D 6 N. 9th Ave., S. 17th Ave./Gaffney, E. Gillam Way/Cushman St., W. Cowles St.

Recipient Units 1 percent .2

D 7 N. Airport Rd., S. 19th Ave., E. Cowles St., W. Lathrop St.

Recipient Units 11 percent 1.7

D 8 N. 19th/17th/Gaffney, S. 23rd Ave., E. City boundary, W. Lathrop St./Cowles St./Gillam Way

Recipient Units 74 percent 11.7

D 9 N. 23rd Ave., S. Borough Line, E. City boundary, W. Lathrop St.

Recipient Units 23 percent 3.6

W 1 N. Steese, S. Chena River, E. F Street, W. Hamilton Ave.

Recipient Units 32 percent 5.1

W 2 N. Richardson Hgwy., S. Borough Boundary, E. Military boundary, W. S. Cushman St.

Recipient Units 12 percent 1.9

Fairbanks North Star Borough Library

OUT LYING AREAS

West 1	Old Nenana Rd.			
	Recipient Units	1	percent	.2
West 2	Sheep Creek Rd.			
	Recipient Units	1	percent	.2
West 3	Goldstream Rd.			
	Recipient Units	1	percent	.2
South 1	Badger Rd.			
	Recipient Units	17	percent	2.7
South 2	Richardson Highway (From Badger Rd. to North Pole)			
	Recipient Units	13	percent	2.1
South 3	North Pole			
	Recipient Units	27	percent	4.3
South 4	Moose Creek Bluff & Eielson			
	Recipient Units	23	percent	3.6
North 1	Farmers Loop Rd.			
	Recipient Units	7	percent	1.1
North 2	Elliot Highway			
	Recipient Units	1	percent	.2
North 3	Steese Highway			
	Recipient Units	15	percent	2.4
North 4	Chena Hot Springs Rd.			
	Recipient Units	14	percent	2.2
North 5	Steele Creek Rd. & Gilmore Trail			
	Recipient Units	.3	percent	.5

Fairbanks North Star Borough Library

Wainwright

Recipient Units	14	percent	2.2
Totals for All Districts	631 units	percent	100.2

(.2% error due to rounding figures to the nearest tenth)

Fairbanks North Star Borough Library

Exhibit One

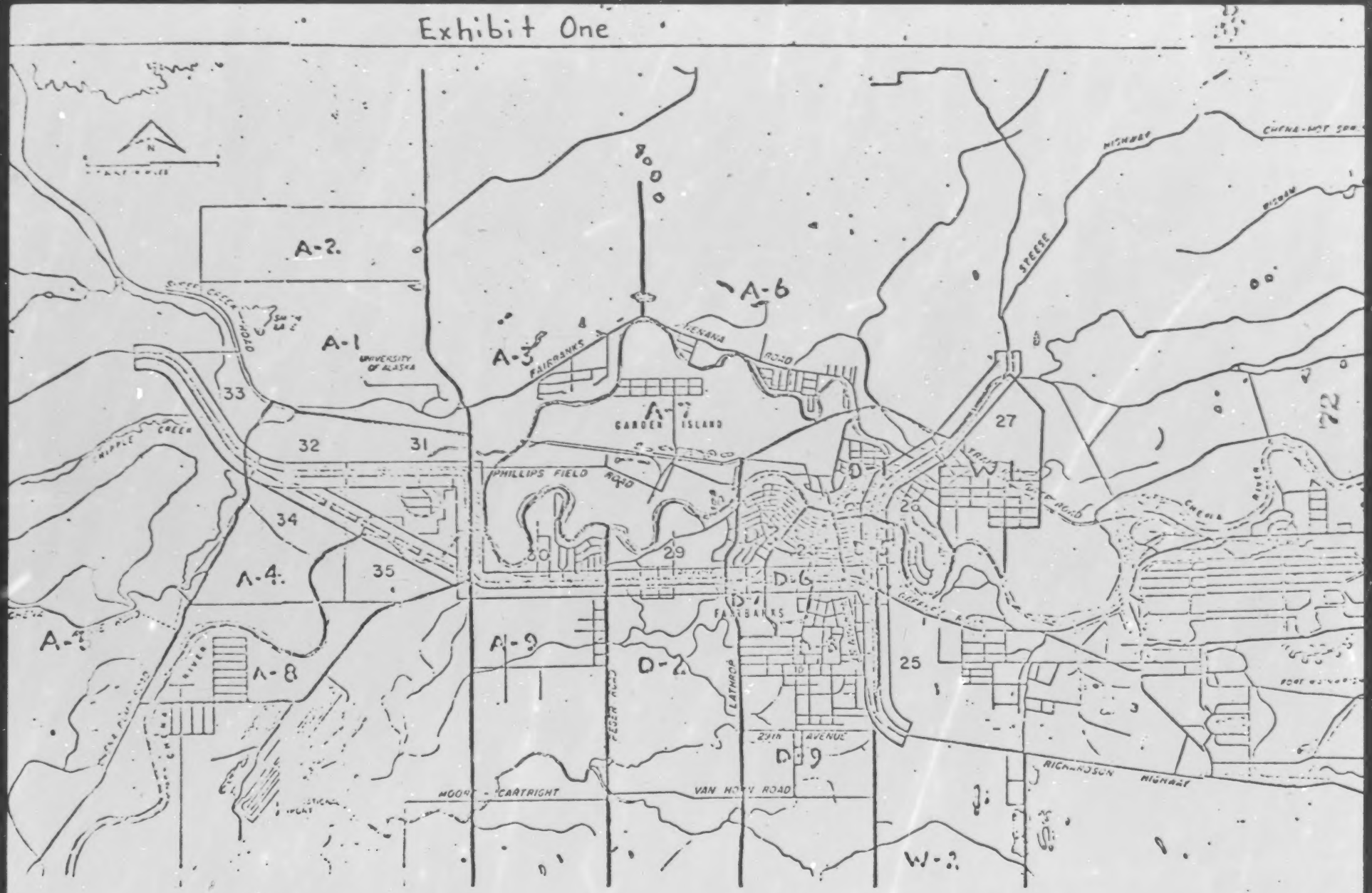
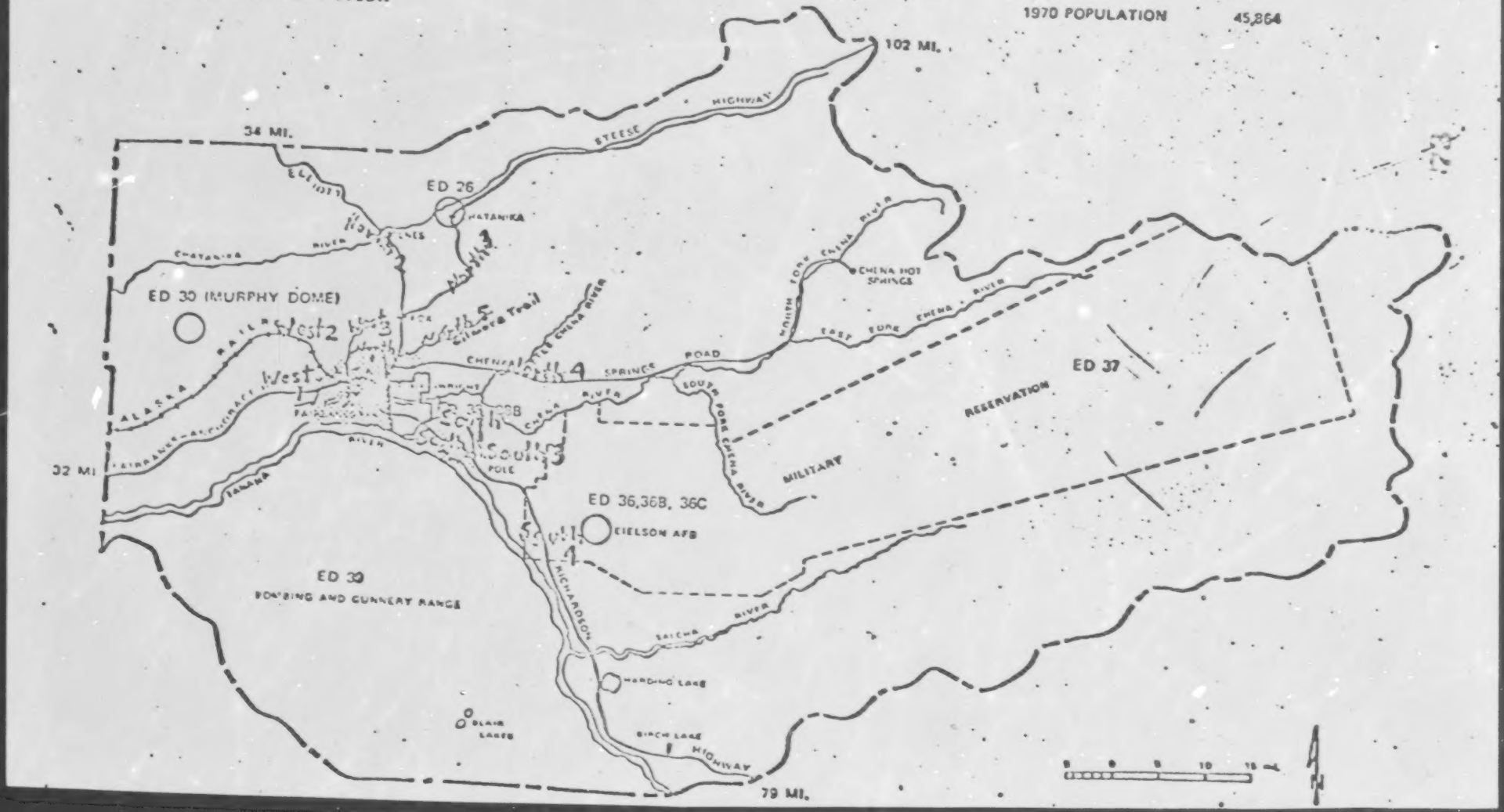

A-2
A-1
A-3
A-6
A-7
A-4
A-5
A-8
A-9
D-1
D-2
D-6
D-9
W-2
GARDEN ISLAND
PHILLIPS FIELD ROAD
FAIRBANKS
FAIRBANKS ROAD
FARMERS LOOP ROAD
UNIVERSITY OF ALASKA
STEESE
CHENA HOT SPRINGS ROAD
CHENA RIVER
MOORE - CARTWRIGHT
VAN HORN ROAD
RICHARDSON HIGHWAY
29TH AVENUE
33
32
31
34
35
29
27
25
22

Exhibit 2

ED 39A – "REST OF BOROUGH", EXCLUDING STUDY AREA AND OTHER ED'S SHOWN BELOW

1960 POPULATION 32,000

1970 POPULATION 45,864



FAIRBANKS NORTH STAR BOROUGH
DEPARTMENT OF LIBRARY

JOB DESCRIPTION

Outreach Coordinator

Duties: The Outreach Coordinator for the Department of Library is responsible for the implementation of all outreach programs at Borough and Regional levels. This will include coordinating services with the school district, the city parks and recreation department; working with the handicapped and aged; the non-literate, the Fairbanks Native Association, etc., and services to institutions and jails.

Immediate Supervisor: Head, Department of Library

Illustrative Tasks: Select materials collection for special interest groups and community agencies. Assists the development of deposit stations; works with local and regional government officials in planning for future library service; develops, in cooperation with education institutions, challenging enrichment programs for gifted students and adult education; assists faculty of school systems in developing a unique curriculum utilizing public library resources. Provides through creative modes (drama, book talks, multi-media programs, story telling) the opportunity for an individual to attain a personal education, in spite of failure in the traditional educational pattern. Tutors in research discipline and learning skills. Works with Media Consultant in: developing specialized teaching materials; utilizing video taping and playback techniques for non-print learning processes. Works with Library Director in outreach programs to develop through panel discussions, exhibits, displays and media productions interagency programs to enhance the community's appreciation of differentiated cultures. Implements, to a traditionally non-print oriented people, an information system utilizing a media approach to public service information. Programs cultural and entertainment projects through City Parks and Recreation Department; creates participatory programs of learning through teaching those less skilled, i.e. reading programs in which pupils with reading difficulties read picture books to pre-school children.

Qualifications:

Education: College Level sociology courses or equivalent

Experience: Minimum of 2 years experience in social interagency programming such as Extension Service, VISTA or Peach Corps.

Knowledge, Ability and Skills: Must have sensitivity in human relations and creative ability to improvise solutions for information delivery needs. Must have the ability to establish and maintain cooperative relations on an interagency level. Must speak and write clearly, participate effectively in conferences and interviews, prepare comprehensive reports and dictate correspondence, gather and analyze data, reason logically and accurately, analyze administrative problems and make appropriate recommendations.

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FAIRBANKS NORTH STAR BOROUGH LIBRARY
PROPOSAL FOR DELIVERY OF OUTREACH SERVICES TO THE UNSERVED
TITLE I, TITLE IVA AND MATCHING LOCAL FUNDS

1. DELIVERY OF OUTREACH SERVICES TO THE UNSERVED

The Library Commission of the Fairbanks North Star Borough Library and John Carlson, Borough Chairman, jointly urge that the following proposal be given careful consideration by the Director of State Libraries, Mr. Richard Engen.

The Library Commission recognizes the role of the public library in a community as a dynamic outreach social agency. The following proposal, which would incorporated funds from Title I and Title IVA and matching local funds, would bring a vibrant library program to a variety of institutions, state-aided agencies and the State Jail.

2. DELIVERY OF COORDINATED PROGRAMS

Today's library service is not limited to the delivery of print materials, but includes a full range of non-print materials. Nationally these are now being offered by libraries alert to community needs. This proposal is based on the concept of bringing multi-media library services, materials, programs and staff to the unserved in our community. Therefore, a major element in this program is the purchase of a delivery vehicle which would not be a bookmobile, but would serve to bring these integrated library programs of materials people and media out to the community.

It would be within the scope of these pilot programs to bring reading programs to senior citizens, to the functional illiterate, GED programs for drop-outs, self development and professional career reading for the employees of the institutions, cultural programs using film, art reproductions,

Appendix A

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sculpture, records, programs for the retarded and handicapped, i. e., the deaf, those who are visually handicapped, and those who have visual perception proglems through Inter-agency coordination with: Mental Health, Public Health, BIA, Human Rights Commission, State-aided School District Programs, Headstart, and University Cooperative Extension Service. We could extend these outreach services to children, young adults, and to all citizens who would benefit by a vibrant immediate contact with an alive library.

3. MATERIALS

A. Print Materials - The popularity and usefulness of paperback books have already proven their use in a six month study in this library. Therefore print materials will be largely paperback, but large print books, pamphlets, simple texts and commercial catalogs would also be offered. The latters have had demonstrated value as a teaching tool for reluctant readers, or illiterate adults.

B. Non-Print Materials - Supportive to the print materials will be long playing records, art reproductions, sculpture, slides, audio and video cassettes.

4. AUDIO-VISUAL EQUIPMENT

A. Audic visual equipment essential to the development of a total library materials package would be the following:

Tape Recorder

16MM Projector

Slide Projector

Opaque Projector

Video Cassettes	100 titles - Film Lib. Information Council	2653	7,992

EQUIPMENT

A. Audio Visual

Tape Recorder, Sony reel to reel and cassettes	550	
16MM Projector, Model 535, Bell & Howell Film-sound with Zoom lens	,688	
Slide Projector, 850 Model Kodak Carousel Projector with Zoom lens	211	
Opaque Projector, Beseler Vu-Lyte II with 18" lens, automatic finder and pointer	351	
Screen, Dalite Wonderlite Silver Lenticular, 70 x 70	35	
Portable Record Player, Admiral 1106	35	
Audio cassette player, Scanfax (3) $45.95 ea.	135	
EVR Teleplayer, Motorola EVR (cassettes)	695	2,700
B. Delivery vehicle and delivery boxes	6100	
C. Puppet stage, lights, props	125	
D. Maintenance and insurance	1370	
E. Operational expense (400 mi. per mo. for 6 mo.)	480	8,075
TOTAL EXPENDITURE		50,473
BOROUGH 60% SHARE	30,284	
TITLE I AND TITLE IVA 40% STATE LIBRARY SHARE	20,189	
TOTAL BUDGET PROPOSAL		50,473

FAIRBANKS NORTH STAR BOROUGH LIBRARY
PROPOSAL FOR DELIVERY OF OUTREACH SERVICES TO THE UNSERVED
BOROUGH FUNDS AND TITLE I, TITLE IV ON A 60/40 PER-CENT FORMULA

STAFF

Planning Phase			
Professional contacts	est. 6 wks. at $420 wk. full time	2520	
Secretarial services	est. 6 wks. at $185 wk. full time	1110	
Operational Phase			
Professional	12 mo. at $1042 per mo. full time	12504	
Clerical	12 mo. at $517 per mo. full time	6204	22,338

MATERIALS

A. Print			
Paperbacks	6000 titles at 1.48 av.	8880	
Large Print	400 titles (State owned)	----	
Adult Education Texts	Holt Series - 20 titles-7 sets	2888	
Catalogs	3 standard Commercial catalogs-100 titles	200	9,368
B. Non-Print			
Records - 108	Bro-Dart preprocessed	731	
Sculpture - 30	Alva Museum Replicas	709	
Art Reproductions 75	New York Graphic	560	
Mount & Frame above	Color Center	2463	
Slides - 300	McGraw Hill Museums etc. @ 1.00	300	
Audio Cassettes	360 $16 Center for Cassette Studios	576	

Screen

Portable Record Player

B. A mobile media library program could be developed with the use of a delivery van such as the International Harvester Metro M-1500, see attached specifications.

5. STAFF

The North Star Borough Library now has three and one-half professional positions. The assignment of the outreach program will not be limited to a single individual, but as in the extension of young peoples services, the mobile media library will be utilized by the young people's librarian, for instance, to the juveniles in the State Jail and Hillcrest Home for Boys, the welfare children of Headstart and the Boarding Home students at the FNA center. The Reader Services Librarian will bring specialized programs to adults in the State Jail, to the Pioneer Home, and to the young women of Hospitality House. BIA trainees and NYC students will aid in this program, furthering their training and developing outreach library service skills. Adequate clerical staff back-up will be supplied by a newly developed position, Library Clerk I.

6. MAINTENANCE AND INSURANCE

The estimated insurance coverage for the pilot year will be $650 for comprehensive coverage. Weekly programs delivered daily would bring estimated mileage to 400 miles per month. The annual maintenance on the vehicle has been estimated at $60 per month.

7. PLANNING PHASE

The Director and the professional staff of the North Star Borough Library

have, since September 1970, conducted an in-depth community study; professional contacts have been made with the directors of various institutions and agencies; possible programs have been discussed and developed. The establishment of needs and priorities have been completed. Planning meetings, public relations and demonstration projects have been completed with service to the Pioneer Home (taped oral history); the State Jail working with hand skills classes for girls; Head-Start-Alaskan culture puppet show which was also delivered to Fairbanks Native Association and Hope Center.

8. OPERATIONAL PHASE

The problems of delivering library service without adequate transportation make it obvious that without Alaska State Library aid, the North Star Borough Library could not expand its services to the unserved. Therefore, the following budget, which will permit a multi-media library service package directly to the now unserved consumer, is proposed.

Proposal for the
Continuation of

REFLECTIVE MEDIA APPROACH TO REHABILITATION TO CERTAIN GROUPS AND MEMBERS OF THE COMMUNITY

Submitted to

Title I of the Higher Education Act of 1965
Fiscal Year 1971

Submitted by

Department of Audio-Visual Communications

October, 1971

Jane Williams
Project Coordinator

Don M. Dafoe
Vice President for Public Service

Anthony B. Frol
Fiscal Officer

Date

Appendix A

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ABSTRACT:

This program will employ a reflective approach to rehabilitation, through the use of media. It will train student social workers in reflective methods. Students and community volunteers will work with client groups in community agencies. Equipment will be used in conjunction with art work and drama in a non-threatening situation to provide, through reflection, clearer insight and new channels for problem advice.

AGENCIES CONCERNED:

Northern Cirrectional Institute - Adults

Northern Correctional Institute - Juvenile Detention Center

Hope Center - Vocational Rehabilitation Residence

Hope Center - Special Education Class

Hospitality House - Female Adolescent Residence

Native Welcome Center - Non-residential

Alcoholic Rehabilitation Center - Male Residence

IN COOPERATION WITH:

University of Alaska:

Division of Media Services

Department of Psychology and Sociology

Counseling Center

Participants:

Volunteers Involved	20
Estimated number of Clients	1200
High School Drop-outs	90%
Males	60%
Females	40%
Native, Eskimo, Aleuts and Tlingit	70%
Negroes	15%
Whites	15%

Particular Problems of the Participants:

1. Transciency of clients
2. Racial and cultural differences
3. Low education level
4. Low work experience level
5. Some mentally retarded
6. Some maladjusted but excellent minds
7. Physical handicaps
8. Addicted to alcohol or headed that way
9. Younger and more offenders on drugs
10. Adult offenders

Particular Needs of Institutions to Help Clients:

1. Regular attention to an integrated program with personnel assigned,

2. Need for program to be different: We are dealing with persons who have never had success academically,

3. Direction of in-service programs both in the institutions and among the institutions has never been tried; all express this need.

VOLUNTEER PARTICIPATION:

Senior and granduate students will be drawn from Sociology and Counseling courses to participate in the program. They will be trained in the use of all equipment before they go out to their agency placements.

Voluntary aid from interested persons within the University and the community will be welcome.

Interested members of staff from the participating agencies will also be encouraged to attend training sessions and group meetings. They will learn to use the equipment and will gain an understanding of the project philosophy. In this way they will be in a better position to supervise and assist the students in their agency placements, and will themselves become familiar with the media approach to rehabilitation.

VOLUNTEER TRAINING:

The volunteers will meet with the project director and faculty advisors for a period of at least two hours each week. For the first month these meetings will be exclusively training sessions. Thereafter they will combine continued training with feedback and discussion of activities within the placement agencies.

Training time will be equally divided between developing a thorough working knowledge of the use and care of the equipment, and incorporating the philosophy of the project. Learning to know and accept them-

selves a little better, understanding group relationships that they may become more open and relaxed in their work with the clients, and gaining experience in the techniques whereby the equipment available can be used as media for reflection and growth.

For training purposes meeting will be video recorded, affording double exposure for reflection. These tapes will be re-used, and will not be kept for the record.

The volunteers will be asked to produce tape recorded news bulletins and plays; polaroid photo-stories, news photographs and mood photographs; experimental and group movies. They will work with the art materials in the same type of approach as they will later employ in their agency placement, and will spend time on the improvisation exercises as outlined by viola Spolin in her book Imporvisation for the Theater.[1]

They will view films which will increase their understading of the project, and of the helping relationship. University film catalogs will be available for volunteer use and they will be encouraged to select and preview any film which they feel can be emplyed in their agency setting.

New ideas will be encouraged and incorporated into the program. As with the volunteers and the clients, this program must live and grow as insight and understanding develop.

---

[1] Viola Spolin. Improvisation for the Theater. A Handbook of Teaching and Directing Techniques. Evanston, Illinois: Northwestern University Press. 1963.

Duration of the Project:

This program was funded for ten months in 1970-71. A report of the progress to date is included in Appendix 1 of this proposal.

It is proposed that funding be made available for this program to continue through June, 1973 - a period of two more years. It will then be sufficiently well established to permit valid evaluation of its usefulness to the participating agencies and its effects upon the rehabilitation of the clients with whom they are involved. It will also be possible to evaluate the program as a training vehicle in the preparation of social workers at the undergraduate level, and at this time to incorporate it into the University as a going concern.

Time Schedule:

The program would be in effect for ten months each year: August 15 - June 15. This encompasses the University fall and spring semesters and allows a period of two weeks in August for Preliminary organization and two weeks in June for evaluation. A progress report would be submitted to the funding agency in June, 1972, that funding may be reviewed at this time.

THE PROBLEM:

In part the problem lies with those members of society, who for reasons of education, physical handicap and environment, including impoverishment and prejudice, have been unable to make satisfactory adjustments to the demands of the community in which they live.

In part it lies within the agencies themselves, their organization and attitudes in dealing with their clients. Finally, it lies in the community, its social structure and resultant attitudes toward any member who, for any of the reasons mentioned above is unable to live up to the standards which the community has set.

Our aim is to work with the participating agencies in their efforts to rehabilitate and readjust the behavior of their clients so that they become positive, dynamic and contributing members of society. Working with reflective media, we hope to build self-confidence and trust so that the problems of life may be faced squarely and worked through to harmonious solutions.

No problem will be approached in and of itself as the source of the trouble which the client is encountering in his life. There will be no moralizing or lecturing - no guilt or threat, but problems will be dealt with, as they are encountered, through the media. The approach is one of fun and enjoyment, where interest is stimulated, and learning achieved through the media - resulting in a more balanced perspective.

This project will give the agencies another dimension in their approach to clients, and, as it meets with success, will lead to increased community understanding, acceptance and support for the agencies and those whom they are trying to help. An example of how this is already coming about in one agency is given in the report, appendix 1, page 25.

The director, interested staff members from the agencies and the student volunteers will meet each week to discuss the program. In

this way students learn vicariously, through the experiences of others, as well as directly. All involved come to recognize the support of the group in solving problems and in seeking new methods of approach.

OBJECTIVES:

1. To approach the problem of rehabilitation from a different angle. We will be using cameras and vido equipment to encourage a greater visual openness, both directed inward toward self acceptance, and outward toward understanding of the community.

2. To see through the eye of the camera the problems and differences of city life. We would hope to precipitate urban orientation and adjustment to this way of living.

3. To encourage expression of the self in any form such as art, dramatics and mime. Many of these people have difficulty verbalizing their feelings. Through the use of media and the natural discussions, interpretations and planning that go with it, they will learn to express themselves.

4. To facilitate work orientation, job placement and on-the-job training. The television system will be used regularly in the vocational training workshop at Hope Center. Interview behavior and personal appearance would all be part of the reflective program.

5. To train students at the bachelor's level in the use of this dirrerent approach to the problems encountered in social work. The students will develop a broader view of themselves in relation to the

community and the clients with whom they will work.

MEDIA:

1. Drama
2. Art Work
3. Tape Recorders
4. Cameras: Polaroid and Super 8
5. Video
6. 16mm Films

Drama:

The aim is not to produce actors and actresses from among the clients, but to open yet another channel to awareness, discovery and expression.

Several aspects of dramatic art will be used in the program, centering mainly on improvisation.

Much of the work will be based on the excercises in Viola Spolin's book, Improvisation for the Theater, and those developed in Terry Boroton's Reach, Touch and Teach. These excercises help to develop an awareness of the world and of the self. We will focus and concentrate on the senses, and in so doing dispense the consciousness and awkwardness surrounding the individual, allowing openness and growth. This type of work leads into mime-expression through physical action, where the individual must show, rather than tell his audience his involvement with the problem.

All of this is good material for use with vido equipment.

Viola Spolin. Improvisation for the Theater, A Handbook of Teaching and Directing Techniques. Evenaston, Illinois: Northwestern University Press. 1963.

Terry Boroton. Reach, Touch and Teach. New York: McGraw-Hill Book Company. 1970.

Further aspects of drama - playwriting and voice production, will be explored using tape recorders. A recorded play - written and produced by the clients on any subject of interest to them - is unique in many ways. It allows the group to work together in the production; at the same time focusing their attention away from themselves and onto the subject of the play. Without props and scenes, the setting of the play, the age, relationships, occupations and personalities of the characters must all be woven into the fabric of the play, in such a way that attention to detail, verbal fluency and voice production are all accented.

Art Work:

The idea is not to make psychoanalytic judgments, or to produce fine artists, but simply to allow the clients to find some means of expressing themselves.

This is yet another means by which these people may be liberated from the protective walls which they have built around themselves, and led to express, without threat, their feelings and emotions.

Art materials which will be used in the project include water colors, fingerpaint, clay, pastels, charcoal and construction paper. Some oil paints would be available for those who have talent and wish to further explore this field.

Tape Recorders: Cassette Type

These will be used to increase and improve verbal communication.

With tape recorded plays, assuming parts and the voice characteristics to compliment these parts, the clients should build confidence in their own verbal ability; greater clarity and increased verbal communication should be the outcome.

The clients will be encouraged to use the tape recorders in many ways, including recordings of singing and musical instruments such as the guitar which many of them play. Short news bulletins encompassing news within the agency, the community, and the world should help to promote more outgoing viewpoint and better perspective.

Cameras:

"Seeing through the eye of the camera" is more than just a phrase. Through the camera vision is narrowed and focused on part of the whole and the person behind the camera sees the parts which go to make up the whole, and the whole which is greater than the sum of those parts.

Polaroid Cameras:

Work with polaroid cameras brings about awareness, insight and training in organization of thought and subject matter.

These cameras have the advantage of immediate feedback. T clients are able to appraise their results as they work.

Students will help the clients to produce picture stories depicting things of immediate and community interest. This not only opens doors for insight but gives training in organization of thought and subject matter.

Taking photographs showing moods brings greater awareness of others and the effects which people, and their moods, can have on others.

Super 8:

The planning necessary for the production of Super 8 movies improves general planning ability and thought organization, both modes which facilitate the solution of problems.

After initial introduction to the camera and practice in focusing, panning and other technicalities, clients will be led to experiment and discover the camera, including such features as the zoom lens, slow motion and single frame.

Through this experimenting the clients should not only learn the scope and limitations of the camera, but should gain some valuable insights into people and the world around them. After this phase clients will be encouraged to plan a film on some subject of interest to them, hopefully with import from the community. This planning, as in the polaroid photo-stories, should help to improve general planning ability and thought organization.

Video:

The value of video equipment is immense, and its immediate feedback allows a wider application than Super 8 movies. It helps clarify individual behavior and group interaction, and in so doing draws attention to personal appearance and habits - both bad and good. It will not be used to focus on these things from a critical aspect, there

will be no verbal criticism of individuals, their appearance or behavior, but the person will nevertheless be confronted with self.

The video equipment will be used in many situations. It will be used to recored and play back any activities in which the client groups are involved, so that they can learn by watching their own actions and those of the group.

16mm Films:

16mm films offer a means by which changes can take place, through reflection, in a non-threatening situation. Films will be shown client groups at intervals, and will include films of interest to the group, and films depicting social problems. If discussion results from these films - good; if not it will not be forced. There will be no lecturing, no manipulation of clients.

Films borrowed from the University of Alaska Film Library will include:

Man of Aram
I Have An Egg
Illusions
Cicer March
Netsi k Eskimo Series
Loneliness of the Long Distance Runner
They Can Do It
Knud
Blackfeet Country
We Have No Art
Why Man Creates
Listen Listen
Legend of the Raven

and many others.

Films will also be rented from outside agencies, and where applicable, bought by the project.

EVALUATION OF THE PROJECT:

As much as possible visual information will be presented in the evaluation. This will include aspects of student training as well as student and client participation within the agencies. It will be supported by a written report encompassing student, agency and client evaluation of the programs.

FAIRBANKS NORTH STAR BOROUGH LIBRARY

PROPOSAL FOR WORK EXPERIENCE PROGRAM
In Coordination with the
Bureau of Indian Affairs and Fairbanks Native Welcome Center

1. NUMBER OF TRAINING POSITIONS: Eight - Within each of the following departments we would cluster two trainees who would "buddy" each other during the training period:

Circulation and Public Service Department
Processing and Technical Services Department
Acquisitions and Receiving Department
Community Relations and Outreach Program Department

2. SCOPE OF TRAINING: The trainees would, on a gradually increasing scale of responsibility, move from a general orientation period of two weeks to an overall acquaintance with each of the four above departments. After this orientation and overall introduction period wherein the trainees would become acquainted with fellow employees, library functions, the vocabulary of librarianship, the demands of schedules and most importantly, the philosophy and dignity of public service, each trainee would then experience an intensive and closely supervised assignment in a particular department. Upon completion of a review of the tasks, objectives and goals within a department, the trainee would then have an opportunity to be assigned to an unsupervised position in order to apply the knowledge and skills acquired during the preceding training periods. At the end of this time a trainee should have developed to such an extent that he is well capable of competing in the job market at the entrance level.

3. LENGTH OF TIME: A minimum of 38 weeks will be needed in order to bring each trainee to the opening level.

a. First two weeks - Orientation

b. Next four weeks - One week for introduction to each of the above departments to become acquainted with the staff members and to be introduced to the objectives of each department as they interrelate with the total function of the organization. Procedure manuals and job descriptions will be available in each department for use by the trainees.

Appendix A

c. Next 16 weeks period - Upon completion of the one week introductory period within each department, the trainee would go on a rotating basis to a supervised position for four weeks within each department. In this way he will reinforce the general knowledge acquired in the one week period.

d. Next 8 week period - In the department where the employee shows the best aptitude, they will fill a position where supervision is minimized and where increasing initiative and responsibility are encouraged. In this eight week period the trainees will participate in a staff-wide workshop for a one-week period, wherein they will gain knowledge of tools and techniques of reference materials.

e. Next 7 weeks: The trainees will function in an unsupervised and responsible position in one of the above departments half time, and frequent contact with the public in order to assist in a ready reference function and to utilize the training of the workshop.

f. The final week will be spent in review, evaluation and consultation; each trainee will spend a half day with the immediate supervisor or department head for a two-way evaluation process. Each trainee will be required to submit a personal, written report on the work experience, and each employee will participate one day in the final week in an examination reviewing and covering the functions of each department; the knowledge of, and use of, reference tools; and a review of the public service philosophy within librarianship.

The results of the conferences and written examination will be placed in each trainee's folder, and will be available to the sponsoring agencies.

PATRICIA CAVEN WILLEY
Director

BEST COPY AVAILABLE

SEEING TOGETHER

A Cooperative Program in Film Production Between the Fairbanks North Star Borough Library and the Drug Abuse Center

Description

This program will consist of an intensive study in film techniques and the film industry, as well as the practice in the areas of film production culminating in the production of a group of films. As the subject of the films is to be the problems relating to drug abuse as the young person sees them, there will also be an intensive of information on that subject.

Objectives

1. To produce one hour of organized footage conceived, written, directed, filmed, and edited by young people on the subject of drug abuse and related problems.
2. To introduce and aid students in individual research using the library and other informational sources in varifying information, obtaining data, and preparing layouts and scripts for films. This, of course, will result in an intensive contact with information published on drugs and related problems.
3. To present a brief introduction to the history and development of film industry with the emphasis on film making techniques and how they may apply to their own films in getting across what they want to say.
4. To train and introduce young people who may have little direction toward a vocation in the area of the creative medium of film that they may have an understanding of what such a field reaches and affects.

The Argument

> The youth of today are not permitted to approach the traditional heritage of mankind through the door of technological awareness. This only possible door for them is slammed in their faces by a rear-view society.

Appendix B

> The young today live mythically and in depth. But they encounter instruction in situations organized by means of classifed information--subjects are unrelated, they are visually conceived in terms of a blueprint...
>
> The student finds no means of involvement for himself and cannot discover how the educational scheme relates to his mythic world of electronically processed data and experience that his clear and direct responses report.
>
> Marshal McLuhan

This age of an instantaneous and simultaneous matrix of ideas, communication, time, and space, is changing the needs as well as the behavior of individuals within our culture. One of the results of the instantaneous communications is the increased personal involvement, a type of involvement that has not been observed since we lived in a tribal system. We bring government, events miles away, disaster, joy, war--all but the totality of what is happening everywhere into our homes and our private lives through the medium of television. We watch the President of the United States speak to us without our getting up from our chairs. It was this personal relationship through television that made the loss of President Kennedy, our first totally T. V. President, felt by the nation, and much of the international viewing world, as a personal loss. This age is demanding a type of involvement that the young are not getting, hence we see them trying to force themselves upon the adult world.

The electric age, in its speed of communications and data transfer, is also demanding relevance, not just something someone said was related. The young want something that, by their getting involved, can be put together as related and relative information. Sequence does not make two quantities related; neither does sequence prove any causal relationship. Yet in the presentation and selection of material for study, too often there has been little relevance either to other material covered before and after, let alone to the students themselves. These two basic needs should be kept in mind when considering a program design: involvement and relevance.

Beyond these two aspects, there is the question of the goals or objectives. The obvious purpose in most studies is the emphasis of content or material. This is actually tangential to what is needed in our age. As the work-horse for our culture, the printed word is being

retired. Now it is becoming an art form and its function is no longer primarily functional but aesthetic. The printed word is just one of the many media we are being bombarded with and fast becoming a minor one. Content, most often expressed in terms of words, therefore, is secondary as far as the studies are involved and should be used as a tool for a more direct and longer lasting purpose: to interest, involve and introduce the young person to the process of learning and creatively doing--not a game, but a serious and important part of what we call living. Content will come of itself, and both relevance and involvement then will be of process rather than subject. Subjects, given little push, will develop organically from the medium.

For young people, then, this is a chance for independent study, to learn how to learn, where to find the sources, how to evaluate material, and make critical judgements. Futhermore it is learning a craft, and one which is most pertinent to living today.

General Approach

The process to be used in the sessions is to be basically dynamic and hopefully organic to a great degree, therefore any outline would be very tenative.

Based on a seminar structure, the first 8 meetings will be in viewing, discussing, handling and becoming familiar with the medium. There is no way around simply seeing what other people have done with film. These showings will be in conjunction with the Friday Night Film on the Floor Program presently in progress at the Library. These viewing labs will be accompanied by discussion groups after the films and with the filling out of film observation sheets. This is to begin the young people in the program thinking about the purpose of film, mode of film, form of development, use of the language of film, construction of film, characterization, and the making of personal critical evaluations.

Two main books will be used in conjunction with this program: Arthur Knight's The Liveliest Art, for use of film technique and history, and Kirk Smallman's, Creative Film-Making, as the 'how to' of the techniques and equipment.

The last eight weeks of the program will consist of standard production procedures as out-lined in Williams' Film Production Workbook. The people involved in the program will now be divided into individual production teams for each film. Even though at this time tasks will have become specialized, in the previous sessions, each individual will have had experience in the full spectrum of the film process--from script writing to editing.

Budget

Expenditures

Materials	8mm. and 16mm. Film Teaching Aids	$2700.00
	Reference Tools	50.00
	Texts	150.00
Supplies	Raw film and Processing	800.00
	Production Supplies	50.00
Equipment		1735.00
Staff		4240.00
	Total	$9725.00

Funding

Interagency Cooperative Funding:

I. The Drug Abuse Center has a $3000 grant under the Drug Abuse Act of 1970, Office of Education, for this program.

II. The Fairbanks North Star Borough Library, through the Media Outreach Program funded through LSCA and through the PEP Program will jointly fund the balance.

FAIRBANKS NORTH STAR BOROUGH
DEPARTMENT OF LIBRARY

Draft

JOB DESCRIPTION

Community Information Specialist

Duties: The Community Information Specialist will coordinate and produce a weekly impact program of information utilizing public service television, radio, newspapers, posters, graphics, leaflets, magazines.

Immediate Supervisor: Head, Department of Library

Supervisory Responsibility: Trainees and staff as assigned.

Illustrative tasks: Plans and initiates programs on available information sources. Writes and produces programs and broadcasts relating to information services. Writes press releases. Will be responsible for statistical record keeping on the impact of the position.

Qualifications:

Education: Bachelor's degree in Journalism or equivalent work experience.

Experience: Must have proven experience in public relations work.

Knowledge, ability and skills: Must have the ability to establish and maintain cooperative relations with those contacted in the course of work; speak and write clearly, prepare comprehensive reports; gather and analyze data; participate effectively in conferences and interviews.

Pay Grade: Approximately $600 per month

Appendix A

Prepared by

Sue Anderson, Photography and Layout

Bertha Aknuak Lowe, Art

Karen Perdue, Photography

Marie Walker, Planning

Patsy Willey, Director

R. David Williams, Production

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